Clinical Courses

2016 – 2017

Academic Year

For updates please check our web site: http://www.urmc.rochester.edu/education/registrar/

Medical School Registrar’s Office (585) 275-4541
601 Elmwood Avenue, Box 601, Rochester, New York 14642
CLINICAL PROGRAM

GENERAL INFORMATION

UNIVERSITY OF ROCHESTER SCHOOL OF MEDICINE AND DENTISTRY

Medical School Registrar’s Office (585) 275-4541
601 Elmwood Avenue, Box 601, Rochester, New York 14642
The third and fourth years of the Double Helix Curriculum (DHC) at the University of Rochester School of Medicine and Dentistry (URSMD) are designed to build upon the clinical and basic science knowledge acquired during the first two years. This educational goal is accomplished through exposure of students to clinical medicine in inpatient settings and management of acutely ill patients requiring hospitalization. This is accomplished primarily in the core clinical clerkships of the third year. This is a complement to prior exposure to patients in ambulatory settings with an emphasis on basic clinical skills and preventive medicine across the spectrum of primary care and specialty care. Additionally, students have the opportunity to return to advanced basic sciences in the context of the acutely ill patient. Students have electives which they can utilize to focus their learning based upon their individual needs.

Across the third and fourth years of the DHC, UR medical students have the flexibility to complete required clerkships and clinical electives. Students will have already completed the core ambulatory clerkship (ACE) during the first and second years of the curriculum. Six additional core clinical clerkships (internal medicine, surgery, obstetrics and gynecology, pediatrics, psychiatry and neurology) must be completed by the end of the third year. These core clerkships provide students with advanced training in clinical data gathering and written and oral communication skills. Moreover, there is increased exposure to the interpretation and synthesis of clinical data and critical clinical decision making which are essential components for a career in medicine.

There are several required clinical experiences that must be completed by the end of the fourth year – Emergency Medicine (4 weeks), Surgical Subspecialty Selective (at least 2 weeks); Sub-internship in one of the following – Internal Medicine, Obstetrics and Gynecology, Pediatrics, Neurology and Surgery. Within surgery, students can complete a sub-internship in: General Surgery, SICU, Trauma Surgery, Orthopedics, Plastic Surgery, Thoracic Surgery (4 weeks). In addition, students must complete the Community Health Improvement Clerkship (4 weeks), Process of Discovery course (4 weeks) and Successful Interning (1 week). Students may elect to take selected required clinical experiences in the third year providing they have the necessary pre-requisites. The Sub-internship, Process of Discovery, CHIC and Successful Interning courses, must be completed in the 4th year at the University of Rochester SMD. In order to meet the minimum graduation requirements, students will also be expected to complete 2-4 weeks of clinical electives selected with their individual advisory dean based upon performance on the comprehensive assessments and prior clinical clerkships.

The elective program is designed to provide a broad range of educational opportunities that enhance both educational needs and interests of students. Specifically, clinical electives may be used to: 1) aid in career-decision making; 2) obtain clinical experiences that will not be included in post-graduate training; 3) enhance clinical skills in areas of specific weakness; 4) pursue advanced clinical experiences and 5) pursue experiences in clinical research. The elective program catalogue is a resource of information related to the University of Rochester School of Medicine and Dentistry’s clinical curriculum with a specific emphasis on clinical electives.
Visiting Students

Unless otherwise noted, the clinical electives appearing in this bulletin are open to visiting students who have completed two years of pre-clinical work and one year of clinical experience at an LCME-approved United States medical school, a United States School of Osteopathic Medicine or a Canadian Medical School. Dental students can only do electives in the area of dentistry and must complete a paper application.

Students will be required to submit their application through the Visiting Student Application Service (VSAS). VSAS charges a fee for this service. In addition, The University of Rochester charges a non-refundable $100 administrative fee per scheduled elective. Students who attend an Osteopathic school will be required to submit their application through the Visiting Student Application Service (VSAS).

Only students attending an international medical school with which the University of Rochester School of Medicine and Dentistry (URSMD) has a formal exchange agreement will be considered for elective experiences. Such students must be in the final year of medical studies and will be allowed to do no more than twelve weeks of elective experiences. International students must direct their application requests to the appropriate people at their home institution to learn if their school is affiliated with the URSMD. If so, then student must apply through the appropriate home office.

University of Rochester School of Medicine and Dentistry students are given first choice of available elective openings. Thus, all visiting medical students are encouraged to select two alternate clinical electives in addition to their desired elective course when submitting an application.

Visiting students must register with the University Health Service and complete the Health and Immunization History Form. [http://www.rochester.edu/uhs/](http://www.rochester.edu/uhs/).

Housing** inquiries should be directed to:
- Residential Life Community Living Program
  - University of Rochester
  - Rochester, NY 14627
  - (585) 275-1081
- Website: [http://www.rochester.edu/reslife/offcampus/#](http://www.rochester.edu/reslife/offcampus/#)
- Email: offcampus@reslife.rochester.edu

**Please be aware that the Residence Office at the University does not guarantee housing.

Hospital abbreviations are identified below and indicate the location of the elective:
- **HH**: Highland Hospital
- **RGH**: Rochester General Hospital
- **SMH**: Strong Memorial Hospital
- **Unity**: Unity Health System
- **PRO**: Private Office
- **MCH**: Monroe Community Hospital
ANS601 Anesthesiology Clerkship

Course Information

Contact Person
Cathy Ercolamento, 275-2143 catherine_ercolamento@urmc.rochester.edu
Class Year Name
Anesthesiology Clerkship
Class Code
ANS601
Elective Tags
Inpatient Service, Patient Care
Block Length
2 weeks
Students
3
An elective experience is sometimes “split” by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year, International Visiting, Visiting
Where should students report?
They will receive an email prior to first day of rotation.
What time should students report?
Prior to the first day of rotation the student needs to page the resident/CRNA AND the anesthesiology attending they will be working with and set up a meeting time.
Who should they report to?
Their assigned resident or CRNA at the predetermined time.

Goal

To understand the aspects of Anesthesiology with which all physicians should be familiar.

Learning Objectives

By the end of the rotation the student should be able to:

- Demonstrate appropriate techniques for airway management in unconscious patients, including ventilation by mask, insertion of artificial airways and laryngeal masks, and oro-tracheal intubation.
- Manage ventilation in unconscious patients, including deciding on ventilator settings and using non-invasive monitors and arterial blood gases to determine the appropriateness of ventilation.
- Identify and interpret items on the anesthetic record with respect to their impact on post-operative care, including drugs used and fluids given intraoperatively.
- Explain the appropriate management of acute blood loss, and the calculation of maximum allowable blood loss.
- List the differential diagnosis of hypoxia and explain findings/tests which distinguish among the different causes.
- Describe the pharmacology of commonly used induction agents and narcotics.
- Discuss the appropriate use and monitoring of muscle relaxants for emergency and non-emergency intubations.
- Describe the clinical application and interpretation of EKG, pulse oximetry, and capnography.
- Discuss the appropriate use of local anesthetics, including the calculation of the maximum allowable dose, description of the signs/symptoms of toxicity, and the treatment of toxicity.
- Be familiar with common airway securing devices and how/when to use them.
- Understand the differences and indications for general versus regional anesthesia versus sedation.
- Be familiar with the common drugs utilized in the daily practice of anesthesia
- Be familiar with the common resuscitative drugs used (i.e. vasopressors, antiarrhythmics, inotropes).
- Be familiar with common diseases we encounter daily (i.e. diabetes, HTN, COPD) and how they affect the care we deliver. This is the focus of the PEC day-long experience.

**Schedule of Activities**

Students are assigned to work with an Anesthesiology resident, a CRNA, or a member of the faculty, at SMH from 7:00 AM until 5:00 PM on weekdays.

Overnight call may be taken at the discretion of the Course Director. If students would like to assist a preceptor overnight, allowances will be made for the student to have off during the daytime hours.

Students will perform preoperative evaluations, participate in intraoperative care, and perform postoperative follow-up on their patients.

Procedures (such as intravenous line placement, endotracheal intubation, arterial line placement) will be performed by the student at the discretion of the resident or attending, and only after any assigned training is completed.

**Didactic Activities**

1) Morning conferences 3x a week at 06:30 - 07:00. (Breakfast usually provided.)

2) Airway workshop during first week.

3) Anesthesiology Grand Rounds on Thursday mornings from 7:00 to 8:00

4) Two sessions at the Center for Medical Simulation at SMH:
   1) Airway management workshop
   2) Crisis management in the operating room. (If scheduled)

5) Prior to the first day of the clerkship, the students will be given learning objectives and case scenarios relating to anesthesia. The issues raised by these cases should be researched independently by the student and discussed with the resident preceptor or faculty member during the course of the clinical day.

**Required Reading**

1. National Medical Series for Independent Study: Anesthesiology (This will be LOANED to all students to utilize as a reference during the rotation).

2. Select chapters from Basics of Anesthesia, 3rd ed., by RK Stoelting and RD Miller (Book can be borrowed from Gillies Library in the Department of Anesthesiology at SMH).
Student Evaluations

To receive a grade of PASS:

1. Students must turn in a log sheet documenting that the learning objectives have been covered.
2. Students must participate in all didactic activities.
3. Students must receive a satisfactory clinical evaluation from their preceptor(s) during the clerkship.
4. Students must complete an attendance record.
5. Students must complete the course evaluation.
6. Students must complete an evaluation of each of their preceptors.
Course Information

Course Director
Richard Norris Wissler M.D., Ph.D.
Contact Person
Catherine Ercolamento, 275-2143, Catherine_Ercolamento@urmc.rochester.edu
Class Year Name
Obstetric Anesthesiology
Class Code
ANS603
Elective Tags
Inpatient Service, Patient Care
Block Length
2 weeks
Students
2
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year, International Visiting, Visiting
Where should students report?
3-1400 nurses station
What time should students report?
0700
Who should they report to?
page 16-7005

Goal

To understand the theoretical and practical aspects of pain relief for labor and delivery and perioperative safety during cesarean section.

Learning Objectives

By the end of the rotation the student should be able to:
1. Perform a preanesthetic evaluation of a pregnant patient.
2. Discuss the anesthetic implications of maternal medical conditions and formulate appropriate anesthetic plans for labor analgesia or cesarean section.
3. Identify OB patients who require anesthetic consultation, and describe how to obtain it.
4. Describe the anatomy and physiology of labor pain, including differences between first and second stages.
5. Discuss the full range of labor analgesia techniques including psychoprophylaxis, parenteral narcotics, inhalation agents, epidural and spinal anesthesia.
6. Discuss the pharmacology of local anesthetics and narcotics commonly used in epidural and spinal anesthesia.
8. Discuss the anesthetic implications of maternal physiologic adaptations to pregnancy including anesthetic potencies, airway management, and risk of aspiration pneumonitis.
9. Describe maternal lumbar anatomy in relation to the administration of epidural and spinal anesthesia.
10. Perform epidural and spinal anesthetics for labor analgesia, with appropriate supervision.
11. Perform anesthesia for cesarean section, with appropriate supervision.
12. Describe methods of postoperative analgesia after cesarean section.
13. Discuss the major complications of epidural and spinal anesthesia, including evaluation and treatments.
**Schedule of Activities**

Students are assigned to the OB Anesthesia Service at SMH, with hours of 7:00 a.m. to 4:00 p.m. on weekdays. The students do not have weekend or night on-call responsibilities. The students are regular members of the clinical care team in OB Anesthesia with assigned preceptors (resident, fellow or attending anesthesiologists). The emphasis is on active participation, including procedural skills.

**Didactic Activities**

Students participate in the daily OB Anesthesia didactic sessions each weekday, with assigned readings from the assigned textbook. In addition, students discuss their learning objectives with the preceptors throughout each day.

**Required Reading**

Loaner copies of the current textbook are available. Students are encouraged to utilize the resources in the OB Anesthesia Education Office including an extensive subspecialty library, videotapes and anatomic models.

**Student Evaluations**

To receive a grade of Pass, students must turn in to the course director a learning objective log sheet and receive satisfactory evaluations from their preceptors.
ANS606 Pain Management

Course Information

Contact Person
Cathy Ercolamento, 275-2143 catherine_ercolamento@urmc.rochester.edu
Class Year Name
Pain Management
Class Code
ANS606
Elective Tags
Consultation Service, Multidisciplinary, Outpatient Service, Patient Care
Block Length
2 wks
Students
2

An elective experience is sometimes “split” by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year, International Visiting, Visiting
Where should students report?
they will receive an email prior to first day of rotation
What time should students report?
7:15 first day of rotation
Who should they report to?
Pain Fellow, Arrive at Pain Treatment Ctr 180 Sawgrass Dr.

Goal

To become familiar with the intricacies of pain assessment and multidisciplinary management of patients with chronic, non-malignant or malignant pain.

Learning Objectives

By the end of this short rotation student should:

1. Be able to assess a patient's pain through history, physical examination, behavioral observation and medication usage
2. Formulate patient focused and goal directed pain management plan under close supervision of a fellow /NP/ faculty member
3. Describe the major classes of pain (e.g. inflammatory, neuropathic, myofascial, Deafferentation pain, spasticity related pain, etc)
4. Discuss the pharmacology, indications and common side effects of analgesic and adjuvant medications (e.g. opioids, NSAIDs, neuroleptics, muscle relaxants, anxiolytics).
5. Be familiar with alternative and complementary treatment modalities available for pain management including physical therapy, cognitive behavior therapy, acupuncture etc
6. Discuss common indications for interventional techniques used in the treatment of pain.
7. Perform trigger point and sacroiliac joint injections under appropriate supervision.
Schedule of Activities

Students are assigned to the outpatient pain service at the Pain Treatment Center, located at Sawgrass Surgical Center, Suite 210; working hours are from 0730 am to 1700 during weekdays. They are a part of the multidisciplinary team comprised of residents, fellows, nurse practitioners, clinical psychologist and attending pain management faculty. They are not expected to take any inhouse or pager call during this rotation. A detailed schedule including lectures and conferences is available in the clinic.

Didactic Activities

Emphasis is on active participation in the following activities:

- Regular conferences on M/T/W and Friday starting at 0730. Monday conference time is variable.
- Thursday: Anesthesiology grand rounds from 0700-0800 in room K 307.
- Hands on teaching in the clinic and procedure room.
- Fluoro imaging of the spine and interventional practice on a dummy with a pain management fellow. Time flexible.

Required Reading

Copies of book chapters to be reviewed during the rotation can be made after consultation with the fellow. Students are encouraged to use resources available in the Gilles Library and pain office.

Student Evaluations

Students are responsible for keeping a log of cases and procedures he/she participates in. Students are expected to answer and review a set of case scenarios regarding the use of adjuvant medications for chronic pain. Students receive a grade depending on a composite evaluation by their preceptors.
**Course Information**

Contact Person  
Cathy Ercolamento, 275-2143 catherine_ercolamento@urmc.rochester.edu  
Class Year Name  
Hemodynamic Monitoring  
Class Code  
ANS610  
Elective Tags  
Inpatient Service, Patient Care  
Block Length  
1 week  
Students  
1  
An elective experience is sometimes “split” by these weeks. Is it okay to split?  
No  
Available to the following medical students:  
2nd Year, 3rd Year, 4th Year, International Visiting, Visiting  
Where should students report?  
See Welcome Letter, 7:00 a.m. Monday morning to the On-call cardiac anesthesiologist  
What time should students report?  
7:00 a.m.  
Who should they report to?  
On-call cardiac anesthesiologist

**Goal**

To master concepts in advanced cardiovascular physiology and invasive hemodynamic monitoring in the clinical setting of the operating room.

**Learning Objectives**

By the end of the rotation the student should be able to:

- Understand the technical aspects of arterial line and pulmonary artery catheter insertion.

- Understand the clinical applications, complications and preventative measures involved in invasive hemodynamic monitoring.

- Interpret hemodynamic data.

- Apply the hemodynamic data to the care of the surgical or critically ill patient.

- Understand the role of transesophageal echocardiography for intraoperative hemodynamic monitoring.
Schedule of Activities

Students work in the operating room at SMH under the direction of the cardiac anesthesiologist starting at 7 a.m. to approximately 5 p.m. on weekdays. Emphasis is on hemodynamic monitoring and its application to the care of the cardiac surgical patient.

Didactic Activities

Emphasis is on clinical experience and "bedside" teaching. One-on-one or one-on-two tutorials supplement this experience. In addition, students may participate in workshops using the anesthesia human patient simulator focusing on hemodynamic assessment and cardiovascular management.

Required Reading

2 Book Chapters from Cardiac Anesthesia: Principles and Practice, 2nd Edition, Fawzy G. Estafanous, MD; Paul G. Barash, MD; and J.G. Reves, MD., as well as supplemental documents by the University of Rochester Cardiac Anesthesia faculty.

Student Evaluations

To receive a grade of Pass, students must participate in clinical cases, attend tutorials sessions, document that the learning objectives have been covered, interpret and discuss case studies in cardiovascular medicine, and submit a log of their cases and attendings. Course materials will be sent via e-mail the week before the course. Students who will be on vacation that week may arrange with Susan Donahue to receive the information earlier. Essential information is contained in the Welcome Letter which is in this mailing.
DHP601 Independent Study Focusing on Deaf Health

Course Information

Contact Person
Charlene Harkness charlene_harkness@urmc.rochester.edu
Class Year Name
Independent Study Focusing on Deaf Health
Class Code
DHP601
Elective Tags
Research-Basic science
Block Length
Must obtain permission from Dr. Nutt before scheduling
Students
2
An elective experience is sometimes “split” by these weeks. Is it okay to split?
Yes
Available to the following medical students:
3rd Year, 4th Year
Where should students report?
Arrange with Research Advisor at NCDHR
What time should students report?
TBA
Who should they report to?
Research Advisor

Goal

Prequisites: Enrollment in Deaf Health Pathway (DHP) and completion of Deaf Health Seminars 1, 2 & 3; or permission of the Pathway Director. Follow the below steps:

1. Obtain approval from Dr. Nutt
2. Complete application to enroll in the Deaf Health Pathway (intention to complete)
3. E-mail the DHP Director (Dr. Nutt) and your mentor (if different) your intended elective dates as early as possible.
4. Complete and e-mail your proposed goals for completing the Pathway
   a. What are your personal goals for completing the Pathway?
   b. What goals have you accomplished to date—for example, completing the 3 seminars on Deaf Health.
   c. What are the gaps between what you have done and your goals?
   d. How will you use your elective time to bridge those gaps? Outline how you will spend your elective time over the four weeks to reach your elective goals.

Depending on the complexity and clarity of your proposal, a meeting may be necessary prior to the start of your elective.

Students interested in completing a Deaf Health elective outside of Rochester must complete the extramural elective drop/add menu in MedSIS and receive approval from Dr. Nutt, the Advisory Dean and the Registrar’s Office

Goal: Students will spend four weeks investigating topics of Deaf health derived from clinical, educational, linguistic, and cultural opportunities at the University of Rochester Medical Center and local community. The overall goal is for each student to develop an appropriate level of comfort and competency in working with members of the Deaf community.
Learning Objectives

To foster interest in Deaf health and expose students to pressing issues which may impact the future healthcare practices for Deaf patients. Specific objectives will be created as a part of the student's proposal (see below), derived from clinic/hospital-based observerships (Deaf/signing clinician, patient care interpreting), mentored research or community-based projects and engagement with community-based programs.

Schedule of Activities

Students will arrange activities with their research supervisor at the NCDHR.

Didactic Activities

Required Reading

As appropriate to the individual project of the student. Resources collected by medical students during previous Deaf Health Pathway electives are available upon request.

Student Evaluations

Upon completion of the elective (two week deadline from end date) all items required must be submitted to the Pathway Director, Dr. Nutt, before a final grade can be submitted to the Registrar. Grades are awarded on a Pass/Fail scale.
Course Information

Contact Person
Vanessa Buckholz
Class Year Name
Dentistry, Oral and Maxillofacial Surgery
Class Code
DNS600
Elective Tags
Outpatient Service, Patient Care, Teaching
Block Length
2 or more weeks
Students
1
An elective experience is sometimes “split” by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year
Where should students report?
Strong Memorial Hospital Ambulatory Care Building 4th Floor
What time should students report?
9:00 a.m.
Who should they report to?
Lisa Lord

Goal

To understand the relationship of oral health care and oral surgery to general total health care and the general practice of medicine and how oral health care and oral surgical care is inter-related with total health care.

Learning Objectives

By the end of the rotation the student should be able to:
? Perform a complete intra-oral and extra-oral head and neck examination.
? Identify the following anatomical structures in patient and on x-ray: enamel, dentine, gingiva, pulp chamber, cementum, buccal mucosa, labial frenum, pterygo-mandibular area, palatine tonsil, soft palate, hard palate, uvula, parotid, and submandibular glands and duct orifices, anatomical spaces associated with head and neck infection.
? Recognize and diagnose basic fractures of craniofacial skeleton based on clinical and radiographic findings.
? Discuss the oral manifestations of systemic disease or its treatment in patients receiving head and neck radiation, cancer chemotherapy, bone marrow transplant, HIV infection, diabetes, autoimmune disorders, e.g. Sjoren’s Syndrome.
? Understand the role of the oral and maxillofacial surgeon in the treatment and reconstruction of diseases of the maxillofacial region, including implants, cleft and craniofacial anomalies, and maxillofacial trauma.

Schedule of Activities

Students are assigned to the Strong Memorial Hospital, Department of Dentistry clinical facility and will work
with the general practice, oral surgery and specialty providers of dental care starting at 8:30 am. They will be guided by the chief resident in Oral and Maxillofacial Surgery and General Practice Residency and work with these to examine patients, diagnose and treat dental diseases, assist in surgical procedures and attend all rounds and lectures.

**Didactic Activities**

Students will be oriented by the Dentist-in-Chief and Chairman of the department or Chief of the Oral and Maxillofacial Surgery Division on the first day of the rotation. They are expected to read about and discuss the learning objectives with their preceptor. Students will attend all the ongoing didactic activities in the department during the clerkship. These include resident lectures 8:00 - 9:00 am, Oral and Maxillofacial Surgery Rounds and other seminars.

**Required Reading**

Students will be provided with review articles in the areas related to the learning objectives on arrival in the department.

**Student Evaluations**

To receive a grade of Pass, students must keep a log of their activities, participate in the case conferences and seminars and receive a satisfactory evaluation from the residents with whom they work.
DNS601 Hospital General Dentistry

Course Information

Contact Person
Maria Karvounidis 585-275-5007 maria_karvounidis@urmc.rochester.edu

Class Year Name
Hospital General Dentistry

Class Code
DNS601

Elective Tags
Outpatient Service, Patient Care, Teaching

Block Length
2 weeks

Students
2

An elective experience is sometimes “split” by these weeks. Is it okay to split?
No

Available to the following medical students:
4th Year

Where should students report?
Schedule will be emailed

What time should students report?
9:00 a.m.

Who should they report to?
Person listed on schedule

Goal

To provide dental students with a didactic and practical experience in general and hospital dentistry in an outpatient hospital general dentistry service.

Learning Objectives

The student should gain experience in treatment planning and treating patients with complex medical and dental needs under a variety of conditions and using a variety of patient management techniques. The objective will be achieved through the following activities:

1. Participation in all didactic activities of the Division of General Dentistry during their rotation.

2. Observation and supervised treatment of patients in the Hospital Dental Service of Strong Memorial Hospital.

3. Participation in the Consultation Service of the Eastman Dental Center.

4. Observation of treatment of general dentistry patients in the operating room.

5. Observation of treatment of patients undergoing conscious sedation by the Dental Service in the Ambulatory Center of Strong Memorial Hospital.

Schedule of Activities

Students will be assigned a preceptor who is a senior resident in the General Practice Residency program.
The preceptor will insure that the student participates in the activities listed above.

**Didactic Activities**

Students will participate in all conferences, seminars and lectures with the General Practice residents.

**Student Evaluations**

Externs are required to keep a log of their clinical activities and attendance in didactic activities to satisfactorily complete the externship.
Course Information

Contact Person
Marge Roberts
Class Year Name
Teaching Tutorial
Class Code
DPT600
Elective Tags
Teaching
Block Length
2 weeks
Students
3
An elective experience is sometimes “split” by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year
Where should students report?
Students will be notified via e-mail prior to the start of the elective
What time should students report?
Call Marge Roberts
Who should they report to?
Christine Hay

Goal

Demonstrate knowledge and skill in tutoring and teaching 2nd year medical students.

Learning Objectives

At the end of the course, students should be able to:

- Effectively tutor a PBL group for 2nd year medical students and critique PBL
- Tutor students who require extra help in Disease Processes and Therapeutics
- Effectively assist in laboratory instruction
- The students will participate in writing a portion of a new PBL
- Learn to write and grade examination questions

Schedule of Activities

Students will attend DPT daily from 8-12 during their 2 week block, including labs and PBL that they will tutor. They will work with 2nd year medical students to provide extra help in the afternoon. Students will work together to organize a section of a new PBL and write new on-line labs and a chapter for the DPT “textbook”. As the block is progressing students will write examination questions. Will meet with the Course Director to discuss examination questions and evaluate the portion of the PBL that they are writing. Students will be expected to grade one or two essay questions from the exam.
Available Dates (these dates are approximate and may change when the final course schedule is complete):

October 24 - November 4
November 7 - November 18
November 21 - December 2
December 5 - December 16

January 2 - January 13
January 16 – January 27
January 30 - February 10

February 13 – February 24
February 27 – March 8
DPT601 Teaching Tutorial in Host Defense

Course Information

Contact Person
Constantine_Haidaris@urmc.rochester.edu

Class Year Name
Teaching Tutorial in Host Defense

Class Code
DPT601

Elective Tags
Teaching

Block Length
1 - 4 weeks

Students
12

An elective experience is sometimes "split" by these weeks. Is it okay to split?
Yes

Available to the following medical students:
3rd Year, 4th Year

Where should students report?
To be arranged

What time should students report?
9:30 am

Who should they report to?
Dr. Haidaris

Goal

To give the student an opportunity to revisit the course content taught in Host Defense. To allow the student an opportunity to teach medical students in the Problem Based Learning or Small Group setting.

Learning Objectives

1. The student will have reviewed relevant Host Defense Material.

2. The student will have taught in either the PBL or lab setting.

3. The student will have assessed the performance of the students they taught.

4. The student will have developed a teaching module for Host Defense.

Schedule of Activities

The student will be responsible for attending the preparation meetings for the labs or PBLs they will teach. Participants will be responsible for a written evaluation of the students to be given in a timely manner. Students are expected to attend any lectures in Host Defense that will benefit them.

Didactic Activities

Assist with either test preparation, PBL case preparation, and laboratory improvement.
The student will teach in the PBL or lab setting. They will develop a module to be used in Host Defense. This module could be for a small group activity, a laboratory or a PBL case.

**Required Reading**

The preparation reading for the PBL or labs they will teach. Any reading necessary for the development of the teaching module.

**Student Evaluations**

The students will be evaluated by their performance as judged by their evaluations of the students, and student evaluation of them.
DPT604 Writing Elective

**Course Information**

Contact Person  
Marge Roberts 3-1841 marjorie_roberts@urmc.rochester.edu  
Class Year Name  
Writing Elective  
Class Code  
DPT604  
Elective Tags  
Teaching  
Block Length  
1 week  
Students  
2  
An elective experience is sometimes “split” by these weeks. Is it okay to split?  
No  
Available to the following medical students:  
4th Year  
Where should students report?  
An e-mail will be sent prior to the start of the elective with reporting information  
What time should students report?  
An e-mail will be sent prior to the start of the elective with reporting information  
Who should they report to?  
An e-mail will be sent prior to the start of the elective with reporting information

**Goal**

To learn the craft of creating and editing lecture notes that will be included in the course syllabus, and have the opportunity to improve your understanding of the specific pathophysiology related to the diseases.

**Learning Objectives**

- Understand how to create a PBL and tutor guide
- Have the opportunity to improve your understanding of the specific pathophysiology related to the diseases in the PBL
Course Information

Contact Person
Natasha Garcia 275-0193 natasha_garcia@urmc.rochester.edu
Class Year Name
Clinical Dermatology
Class Code
DRM601
Elective Tags
Outpatient Service
Block Length
2 weeks
Students
3
An elective experience is sometimes “split” by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year, Visiting
Where should students report?
A welcome letter will be sent prior to your start date with schedule. Our locations are Ambulatory Care Facility
2nd floor Dermatology (ACF 2-0349 Dermatology), or Red Creek 400 Red Creek DR., Suite 200.
What time should students report?
9:00am
Who should they report to?
Chief Residents Dr. Amanda Carpenter, and Dr. Kathryn Somers

Goal

The student should gain a useful knowledge of how to diagnose and differentiate among common skin
diseases and develop a practical understanding of the rationale for their treatment.

Learning Objectives

By the end of the rotation the student should be able to:

- Diagnose and differentiate common skin diseases
- Develop a practical understanding and rational for the treatment of common skin diseases
- Acquire the ability to gain more specific skills including the preparation and interpretation a KOH slide.

Schedule of Activities

Include patient work-ups and discussion with the instructor. Time for reading will be set aside by preceptor.
Viewing of a set of teaching powerpoints and presentation of a 10 minute talk in an area of interest.

Required Reading
Students will be given pertinent reading assignments during the rotation.
DRM602 Dermatology Research Elective

Course Information

Contact Person
Natalie Chan 275-1998, Natalie_chan@urmc.rochester.edu
Class Year Name
Dermatology Research Elective
Class Code
DRM602
Elective Tags
Research-Basic science
Block Length
8 weeks
Students
2
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year, International Visiting, Visiting
Where should students report?
5-5715-Student MUST meet with Dr Pentland BEFORE SCHEDULING the elective. Please call 275-1998 to set up appointment
What time should students report?
per preceptor
Who should they report to?
Research preceptor

Goal

To gain experience through active participation in ongoing laboratory-based research projects in the dermatology research laboratories in one of the following areas of investigation: STUDENT MUST MEET WITH COURSE DIRECTOR BEFORE SCHEDULING ELECTIVE. PLEASE CALL 275-1998 TO SET UP AN APPOINTMENT. ELECTIVES ARE 8 WEEK CONSECUTIVE BLOCKS

- dermatoimmunology
- pigment cell biology
- Keratinocyte biology and photocarcinogenesis
- Mind-body interactions
- Image informatics
- Chemistry/material science

Learning Objectives

By the end of the rotation the student should be able to:
TO BE DETERMINED WITH PRECEPTOR
Schedule of Activities

A defined segment of a research project will be assigned to a student who will be working closely with a faculty preceptor and performing experiments under supervision. There will be special emphasis placed on critical literature review, experimental design, data interpretation and proper controls and preparation of experimental results for publication. There will be participation in laboratory meetings and journal clubs. The student will be able to attend major clinical dermatological conferences during the elective.

Student Evaluations

TO BE DETERMINED WITH PRECEPTOR
EDD600 Advanced Emergency Medicine Clerkship

Course Information

Course Director
Erik A. Rueckmann M.D.
Contact Person
Karen Rossborough 273-4146 karen_rossborough@urmc.rochester.edu
Class Year Name
Advanced Emergency Medicine Clerkship
Class Code
EDD600
Elective Tags
Patient Care
Block Length
4 weeks
Students
2
An elective experience is sometimes “split” by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year, International Visiting, Student Fellow, Visiting
Where should students report?
Clerkship Coordinators office, College Town, 44 Celebration Drive, Suite 2.100. On first Day orientation Shapiro Conference Room, College Town, 44 Celebration Drive, Room 2.007A/B.
What time should students report?
This information will be sent out in the orientation email.
Who should they report to?
Karen Rossborough/Erik Rueckmann, MD

Goal

GOAL:

To expand upon the experience of the Emergency Medicine Clerkship with emphasis on assuming internship-level responsibility for the diagnosis, treatment, consultation with other services, disposition of patients, and advanced procedural responsibilities commonplace in the Emergency Department.

Learning Objectives

LEARNING OBJECTIVES:

By the end of this clerkship, the student should be able to:

· Identify patients/conditions for which emergency management is indicated.

· Document in a clear and concise fashion pertinent historical and physical findings for a patient’s presenting complaint.

· Identify patients/conditions for which consultation is indicated.

· Demonstrate appropriate techniques for procedures (slit lamp exam, lumbar puncture, thoracentesis, chest tube placement, laceration repair, splinting) when indicated.
· Assist with resuscitations.

· Identify arrhythmias and address initial management.

· Discuss the differential diagnosis of emergent chest pain, respiratory distress, acute abdomen, mental status changes, shock and open fractures.

· Identify community resources (Alternatives for Battered Women, Rape Crisis, Substance Abuse Rehabilitation, Community Health Nurses, Poison Control).

· Discuss the role of the Emergency Medical Services (EMS) in Monroe County.

**Schedule of Activities**

SCHEDULE OF ACTIVITIES

This is a patient-oriented emergency medicine experience individualized to the students' particular interest in emergency medicine.

Students will generally work 14 clinical shifts over 4 weeks and participate in 1 6-hour ambulance ride-along per 2 weeks of the rotation.

Close supervision by residents and faculty preceptors will facilitate acquisition of clinical judgment and technical skills.

Each student will be matched with an attending or third year emergency medicine resident for each shift.

Clinical shifts will be 8 hour shifts including days, evenings, and nights. Emphasis is on active participation in all aspects of patient care.

Students will have exposure to toxicology practices.

Students will gain experience with advanced procedures frequent in the Emergency Department (endotracheal intubation, central venous access, etc.).

**Didactic Activities**

DIDACTIC ACTIVITIES

Attendance to and participation in all Thursday resident lectures and conferences will be required.

These include case conference, EKG readings, grand rounds, journal club, morbidity and mortality, research forum, toxicology conference, and trauma conference.

**Required Reading**

REQUIRED READING


Chapters:

1 - Emergency Medical Services (pages 1-5)

8 – Cardiopulmonary Resuscitation in Adult (pages 44-48)

9 – Pediatric Cardiopulmonary Resuscitation (pages 57-64)

24 - Disturbances of Cardiac Rhythm Conduction (pages 169-192)

30 - Anaphylaxis and Acute Allergic Reactions (pages 242-246)

43 - Puncture Wounds Bites (pages 330-336)
Student Evaluations

STUDENT EVALUATIONS

This is a PASS/FAIL course.

To receive a grade of satisfactory the student must maintain perfect attendance, turn in a log sheet documenting that the learning objectives have been covered, and receive satisfactory clinical evaluations from their preceptors during the rotation.
Course Information

Course Director
Erik A. Rueckmann M.D.
Contact Person
Karen Rossborough karen_rossborough@urmc.rochester.edu
Class Year Name
Wilderness Medicine Elective
Class Code
EDD609
Elective Tags
Teaching
Block Length
2 wks
Students
20
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year, MD/PhD in Research
Where should students report?
College Town 44 Celebration Drive, Suite 2.100
What time should students report?
TBD
Who should they report to?
Julie Endrizzi Daniel Shocket

Goal

Recognize and treat emergencies in the following austere environments:

Mountain
Jungle
Desert
marine
Aeromedicine/Travel Medicine

Learning Objectives

Develop basic technical skills in the following areas:

Resuscitation
Rope Rescue
Orienteering/Search & Rescue
Diaster Triage
Survival

Aply knowledge and technical skills in cased based scenarios.

Recognize roles of globalization and climate change in creating conditions where the wilderness medicine ethic may be applied more broadly.

**Schedule of Activities**

Rotation Dates: April 1 - April 14, 2016

The course is two weeks long. Mornings will consist of lectures given by Emergency Medicine Residents and Faculty (9:00AM-Noon).

Afternoon sessions will involve skill stations (1:00PM-3:00PM).

While no formal written test will be administered, students will be graded on their collective performance during rescue scenarios.

**Didactic Activities**

The course is two weeks long. Mornings will consist of lectures given by Emergency Medicine Residents and Faculty (9:00AM-Noon). Afternoon sessions will involve skill stations (1-3pm). While no formal written test will be administered, students will be graded on their collective performance during rescue scenarios.

**Required Reading**

Various journal articles, handouts and selected text from Wilderness Medicine (Auerbach).
Course Information

Contact Person
Debbie Klein, 487 - 1010, debbie_klein@urmc.rochester.edu
Class Year Name
Occupational and Environmental Medicine
Class Code
EHS601
Elective Tags
Patient Care
Block Length
2 weeks
Students
1
An elective experience is sometimes “split” by these weeks. Is it okay to split?
Yes
Available to the following medical students:
3rd Year, 4th Year, Visiting
Where should students report?
Strong Occupational and Environmental Medicine Calkins Corporate Park 400 Red Creek, Suite 220
Rochester, NY 14623
What time should students report?
0830
Who should they report to?
Bruce A. Barron, MD, MS

Goal

Demonstrate knowledge and skills in performing occupational and environmental clinical assessments.

Learning Objectives

Discuss the different types of services offered by occupational and environmental medicine programs (preventive, medical, and rehabilitative). Discuss the role of toxicology, industrial hygiene, and ergonomics as it relates to occupational and environmental medicine. Demonstrate an understanding of the New York State Workers’ Compensation system, including successful completion of a C4 report to the Workers’ Compensation Board.

Schedule of Activities

The student will participate in clinic activities within the Division of Occupational and Environmental Medicine.

Didactic Activities

There will be formal didactic sessions including lectures on hearing conservation programs and audiogram interpretations, principles of industrial hygiene and toxicology, preventive medicine, agricultural medicine, ergonomics, and occupational biopsychosocial assessments. Additionally, the student may attend monthly Occupational and Environmental Medicine Clinical Updates and Grand Rounds.

Required Reading

EHS601 Occupational and Environmental Medicine
Students will be given pertinent reading assignments during the rotation.

Student Evaluations

The student will be evaluated through direct observation of physical assessments, case presentations, and participation in didactic sessions.
**Course Information**

Contact Person  
Jennifer Barth, (585) 273-5677, jennifer_barth@urmc.rochester.edu  
Class Year Name  
Family Medicine Elective  
Class Code  
FAM608  
Elective Tags  
Multidisciplinary, Outpatient Service, Patient Care, Primary Care, Research-Clinical  
Block Length  
2 - 4 weeks  
Students  
2  
An elective experience is sometimes "split" by these weeks. Is it okay to split?  
No  
Available to the following medical students:  
2nd Year, 3rd Year, 4th Year, International Visiting, Visiting  
Where should students report?  
If not otherwise advised, they should report to Highland Family Medicine Center, 777 S. Clinton Avenue, Rochester, NY 14620.  
What time should students report?  
7:45AM  
Who should they report to?  
Elizabeth Brown

**Goal**

To develop further and refine skills in the diagnosis and management of common problems in urban, inner-city, and/or rural ambulatory community-based Family Medicine practice.

**Learning Objectives**

By the end of the rotation the student should be able to:  
1) Diagnose and treat 20 most common presenting concerns in family practice  
2) Demonstrate skills in cultural competency, including caring for patients of various races, ages, ethnicities, and socioeconomic levels  
3) Demonstrate understanding of the impact of health insurance, as well as the "safety net" of care for those patients who are uninsured or underinsured, and how this affects patient care  
4) Demonstrate understanding of the psychosocial and health literacy barriers to health care that may be endemic in specific populations, such as those living in the inner city  
5) Demonstrate understanding of when to use ancillary health providers, such as social workers, home nursing services, outreach workers, and what services they can provide  
6) Provide advocacy for patients  
7) Identify and assess risk factors such as domestic violence, substance abuse, and illiteracy. Provide appropriate counseling and referral  
8) Identify and learn appropriate management of common office procedures

**FOCUSED EXPERIENCES AVAILABLE:** (must be arranged before the elective begins, and are subject to provider availability)

- OB/Women's Health
Schedule of Activities

The student will see patients under the supervision of urban, inner-city, or community-based family physician preceptors in the Rochester area. Practice hours vary, as do on-call arrangements. This is primarily an outpatient experience. Students will participate in resident teaching activities one 1/2-day session per week as schedule indicates.

Didactic Activities

At the beginning of the elective, students discuss learning objectives with the Course Director (Dr. Brown) and their faculty mentor. These objectives should be revisited (and revised, if necessary) during the course of the elective. Generally, brief case presentations to the primary preceptor, during or shortly after the patient encounter, will constitute the majority of teaching activities. It is expected that formal feedback sessions will occur at the midpoint and at the end of the elective.

Required Reading


Student Evaluations

In order to receive a grade of Passing, the student must attend all sessions, receive a satisfactory evaluation from the preceptor(s), and return his or her evaluation of the elective prior to grades being posted.
**Course Information**

Contact Person  
Jennifer Barth, (585) 273-5677, jennifer_barth@urmc.rochester.edu  
Class Year Name  
Family Medicine Inpatient Adult Medicine  
Class Code  
FAM612  
Elective Tags  
Inpatient Service, Patient Care  
Block Length  
2 weeks or 4 weeks  
Students  
2  
An elective experience is sometimes “split” by these weeks. Is it okay to split?  
No  
Available to the following medical students:  
3rd Year, 4th Year, International Visiting, MD/PhD in Research, Visiting  
Where should students report?  
Student will be advised by Chief Residents.  
What time should students report?  
student will be advised- normally report to Highland Hospital Lobby by 7 am of the day they start  
Who should they report to?  
Student will be advised when they receive their schedule.

**Goal**

To develop further and refine skills in the diagnosis and management of common problems in an inpatient medical service.

**Learning Objectives**

By the end of the rotation the student should be able to:\n1) Conduct a focused history and physical exam pertinent to the patient's presenting concerns  
2) Diagnose and treat the 20 most common presenting concerns in inpatient family practice  
3) Provide appropriate preventative medicine and screening to patients  
4) Identify situations where consultation and referral are indicated and make those arrangements  
5) Provide evidence of ability to engage in self-directed learning, including setting personal goals  
6) Take primary responsibility in providing appropriate medical care to inpatients in the hospital on the medical service  
7) Apply the biopsychosocial model of complete care for patients in the hospital

**Schedule of Activities**

The student will become an integral part of a Family Medicine resident team. In the mornings, the student will participate in inpatient rounds with the family residents during their time in the hospital. Students will be able to
participate in resident teaching activities at least one 1/2-day session per week.

**Didactic Activities**

At the beginning of the rotation, students discuss learning objectives with their faculty preceptor and senior residents. These objectives are revisited (and revised, if necessary) during the elective. Generally, brief case presentations to senior residents and the primary preceptor, during or shortly after the patient encounters, and during inpatient rounds, will constitute the majority of teaching activities.

The students also take part in the teaching activities including morning report, noon report, and signout rounds.

**Required Reading**

Appropriate to the medical conditions encountered in the hospital and outpatient settings. Paulman's book, "Family Medicine Clerkship Guide," and Phillip's "Essentials of Family Medicine" will be made available to you as a reference texts while on elective.

**Student Evaluations**

In order to receive a grade of Passing, the student must be an active member of the resident inpatient service, receive satisfactory feedback and evaluations from residents, and their faculty preceptor, and return his or her evaluation of the elective before grades are posted.
Course Information

Course Director
Douglas Leonard Stockman M.D.
Contact Person
Elizabeth Brown, MD elizabeth_brown@urmc.rochester.edu
Class Year Name
Family Medicine in Rural Honduras
Class Code
FAM620
Elective Tags
Outpatient Service
Block Length
2-5 weeks
Students
2
Prerequisites
(ALL) MED300 Medicine Clerkship ,  SUR300 Surgery Clerkship
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year
Where should students report?
**COMPETITIVE APPLICATION PROCESS FOR SPOTS - contact Elizabeth Brown
elizabeth_brown@urmc.rochester.edu
What time should students report?
8:00 am
Who should they report to?
Dr. Stockman

Goal

To develop an understanding of medical care in a rural remote setting of a developing country, and to understand the interaction of acute medical care with public health

Learning Objectives

By the end of the rotation the student should be able to:

· Conduct a focused history and physical exam pertinent to the patient's presenting concerns, using an interpreter, if not fluent in Spanish.?

· Be able to provide simple instructions in Spanish for common patient concerns, such as how to take a medication.

· Develop an understanding of how to provide medical care in a setting where no laboratory testing or imaging services are available.

· Educate non-medical community members on a health topic.

· Gain an understanding of how to do a community assessment.
· Provide evidence of ability to engage in self-directed learning, including setting personal goals.

**Schedule of Activities**

The student will see patients at the clinic in San José, San Marcos de Sierra, Honduras, under the supervision of a faculty family physician. The nearest hospital is a two-hour drive away on a rough dirt road. Students are expected to see patients during the day and to contribute to oncall coverage at night, which includes obstetrical services. Afternoons are spent, first for one half of the group and then for the other, in community health activities in the surrounding villages.

This elective is only offered for two weeks in October and April; the exact times of the trips will vary year to year.

**Didactic Activities**

Prior to the trip, there will be 1-3 meetings of all those participating in the trip. The student MUST be able to attend these sessions. These meetings include reports on what has been done at the site previously, as well as the goals for the current trip. In addition, repacking and distribution of medications and supplied donations occurs at these meetings. The student is expected to be able to complete assigned preparticipation reading material to gain a better understanding of the culture and region. Following the trip, there is a post-trip debriefing that the student is required to attend.

**Required Reading**

As assigned by Dr. Stockman.

**Student Evaluations**

In order to receive a grade of Pass, the student must attend all pre- and post-trip sessions, participate in the entire trip, and receive a passing evaluation from the Family Medicine faculty.

SCHEDULING: Students interested in this course must call (585) 442-7470 x721 to check on preceptor availability before enrolling. In the past, funding has been available through the University of Rochester Medical School’s International Health Advisory Committee, but the securing of funding is the responsibility of the student. A non-refundable deposit of $250 is required to secure a spot on the elective, and will be due 3 months prior to the trip.
Course Information

Course Director
Stephanie Louise Brown-Clark M.D., Ph.D.
Contact Person
Maricela Guzman: 341-7709; maricela_guzman@urmc.rochester.edu
Class Year Name
Clinical Cardiology With Medical Spanish
Class Code
LHP601
Block Length
2 weeks
Students
1
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year, International Visiting
Where should students report?
**Must get course director approval before scheduling***
2400 S Clinton Ave Clinton Crossing, Building G, 1st Floor
**IF YOU REGISTER FOR THE ELECTIVE PLEASE NOTIFY MARICELA GUZMAN VIA EMAIL OR PHONE ONCE YOU ARE REGISTERED**
maricela_guzman@urmc.rochester.edu; telephone # 585-341-7704
What time should students report?
Gladys Verlarde, MD
Who should they report to?
Maricela Guzman?Dr Gladys Velarde

Goal

***Note to interested students***: please schedule this elective at least 2 months in advance, to give the clinic enough time to schedule spanish-speaking patients during your two-week block.

To practice medical Spanish and cultural interpersonal skills within an outpatient setting, focusing on clinical cardiology.

Learning Objectives

By the end of the rotation, the student should be able to:

- Introduce him/herself to a Spanish-speaking patient and develop a strong patient-provider relationship, utilizing his or her knowledge of Latino culture and language
- Obtain a patient's cardiovascular history entirely in Spanish
- Guide a patient through the physical exam using Spanish only
- Counsel a Spanish-speaking patient on the management of a variety of cardiovascular conditions
- Have a better understanding of the unique epidemiologic statistics of cardiovascular disease within the Latino population, including gender differences that affect presentation and outcome of disease
- Describe culturally-mediated conditions, such as “los nervios”, “ansiedad”, “fatiga”, “hinchazon” and their
affects on the patient’s cardiac health

- Comprehend alternative therapies that are often utilized by Spanish-speaking patients for various ailments

Feel more comfortable relating to Spanish-speaking patients within the realm of cardiology

**Schedule of Activities**

During this elective, students will take care of cardiology patients in an out-patient office setting. The elective should be scheduled in advance, so as to allow the clinic enough time to schedule patients into the elective block. Please be aware that not all of Dr. Velarde’s patients are exclusively Spanish-speaking. Therefore, Dr. Velarde will supplement language learning and practice by speaking to students in Spanish, both in and out of patient rooms. Most of the didactic teaching will be in Spanish.

**Didactic Activities**

Students will attend any cardiology-related meetings, grand rounds, conferences, etc, as directed by Dr. Velarde. This elective will center mostly around out-patient care, but if any of Dr. Velarde’s Spanish-speaking patients are admitted to SMH for care, students will round on these patients with Dr. Velarde at Strong.

**Required Reading**

Institute of Medicine’s “Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care.”


**Student Evaluations**

Students will be evaluated on their completion of each of the above learning objectives. This elective is graded on a pass/fail basis.
LHP602 Pediatrics and Clinical Gynecology

Course Information

Contact Person
daniel_yawman@urmc.rochester.edu
Class Year Name
Pediatrics and Clinical Gynecology
Class Code
LHP602
Elective Tags
Medical Humanities, Patient Care
Block Length

Students
0
An elective experience is sometimes “split” by these weeks. Is it okay to split?
Yes
Available to the following medical students:
3rd Year, 4th Year
Where should students report?
Pediatrics Clinic at RGH, WHP Clinic on AC-5 at Strong Memorial Hospital
What time should students report?
0830
Who should they report to?
Dr. Daniel Yawman or Dr. Constantino Fernandez

Goal

PLEASE NOTE, THAT AS OF JUNE 1ST, 2012 THIS ELECTIVE WILL BE PUT ON HOLD DUE TO PRECEPTOR STAFFING SCHEDULES FOR THE ACADEMIC YEAR OF 2012-2103 (AND GOING FORWARD), WE ARE TEMPORARILY UNABLE TO SCHEDULE STUDENTS FOR THIS ELECTIVE. PLEASE E-MAIL COURSE DIRECTORS IF THERE ARE QUESTIONS REGARDING THIS.

Learning Objectives

By the end of the rotation, the student should be able to:

- Introduce him/herself to a Spanish-speaking patient and his/her family, while also developing a strong patient-provider relationship, utilizing his or her knowledge of Latino culture and language
- Obtain a patient’s history entirely in Spanish conversation with the patient and his/her family
- Guide a patient through the physical exam using Spanish only
- Counsel a Spanish-speaking patient and his/her family on the management of a variety of commonly-seen outpatient pediatric conditions
o Counsel a Spanish-speaking patient on the management of a variety of gynecologic conditions, as well as providing information on sexually-transmitted diseases and anticipatory guidance during pregnancy.

o Have a better understanding of the unique epidemiologic statistics of gynecologic and obstetric morbidities within the Latina population

o Describe culturally-mediated conditions, such as “los nervios”, “ansiedad”, “fatiga”, “hinchazon” and their affects on the patient’s physical health

o Comprehend alternative therapies that are often utilized by Spanish-speaking patients for various ailments

Feel more comfortable relating to Spanish-speaking patients and their families within the realm of women and children’s health

**Schedule of Activities**

During this elective, students will take care of both gynecologic and pediatric patients in an out-patient office setting. The elective should be scheduled in advance, so as to allow both clinics enough time to schedule patients into the elective block. Please be aware that not all of Dr. Yawman’s or Dr. Fernandez’s patients are exclusively Spanish-speaking. Therefore, both preceptors will supplement language learning and practice by speaking to students in Spanish, both in and out of patient rooms. Most of the didactic teaching will be in Spanish.

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**Didactic Activities**

Students will attend any Pediatrics- or OB/GYN-related meetings, grand rounds, conferences, etc, as directed by Dr. Yawman and Dr. Fernandez. This elective will center mostly on out-patient care, but if any of Dr. Yawman’s or Dr. Fernandez’s Spanish-speaking patients are admitted to SMH or RGH for in-patient care, students will round on these patients with their respective attending.

**Required Reading**

Institute of Medicine’s “Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care.”


**Student Evaluations**

PLEASE NOTE, THAT AS OF JUNE 1ST, 2012 THIS ELECTIVE WILL BE PUT ON HOLD DUE TO PRECEPTOR STAFFING SCHEDULES FOR THE ACADEMIC YEAR OF 2012-2103. WE ARE TEMPORARILY UNABLE TO SCHEDULE STUDENTS FOR THIS ELECTIVE. PLEASE E-MAIL COURSE
DIRECTORS IF THERE ARE QUESTIONS REGARDING THIS.
Course Information

Course Director
Gladys Velarde, MD
Contact Person
Maricel Guzman
Class Year Name
Medicine in Peru
Class Code
LHP603
Elective Tags
Teaching
Block Length
4-12 wks
Students
3
Prerequisites
TYC300 Third Year Comprehensive Assessment
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year
Where should students report?
Hospital Dos de Mayo in Lima Peru or other designated Medical location
What time should students report?
9 am
Who should they report to?
Dr. Pedro Mendoza or Mrs. Maria Montesinos

Goal

please NOTE: this elective is Limited to 3 students per academic year. Each student has the opportunity to stay for up to 12 weeks, if they choose. However, the minimum time is 4 weeks.

***NOTE to students***: after you register for this course, you must:

1. email dr. monesinos to personally schedule your time in peru. his email is: emonte@ressco.com. He will be organizing your stay in Peru. YOU MUST ALSO EMAIL DR. PEDRO MENDOZA AT pmendozaz@unmsm.edu.pe AND GIVE HIM THE SAME INFORMATION.

2. EMAIL MARY CHRISTIAN AT mary_christian@urmc.rochester.edu TO ORGANIZE YOUR INSURANCE FOR THIS TRIP; THE COST OF THE INSURANCE WILL BE BILLED TO YOUR STUDENT ACCOUNT.

3. EMAIL ADRIENNE MORGAN AT Adrienne_morgan@urmc.rochester.edu TO ORGANIZE YOUR LIABILITY COVERAGE.

4. YOUR UHS HEALTH INSURANCE PLAN WILL COVER YOU WHILE YOU ARE IN PERU. PLEASE KEEP ANY RECEIPTS AND YOU WILL BE REIMBURSED AFTER YOU PRESENT THEM TO UHS UPON
YOUR RETURN.

5. ORGANIZE PROPHYLACTIC HIV MEDICATIONS WITH UHS BEFORE YOU LEAVE FOR PERU. YOU MUST TAKE THESE MEDICATIONS WITH YOU ON YOUR TRIP.

6. OBTAIN A PRECEPTOR EVALUATION FORM FROM ADRIENNE MORGAN. YOU MUST PRESENT THIS FORM TO YOUR PRECEPTOR IN PERU IN ORDER TO GET CREDIT AND A PASS/FAIL GRADE FOR THIS COURSE.

7. FILL OUT AN ADD/DROP FORM AT STUDENT SERVICES FOR INTERNATIONAL MEDICINE AFTER YOU REGISTER FOR THIS COURSE AND BEFORE YOU LEAVE FOR PERU.

8. CONTACT ADRIENNE MORGAN WITH ANY OTHER QUESTIONS.

Goal: The goals of this elective are:

1. to provide students with a Spanish-language immersion experience in the oldest medical school in the Americas, the University of San Marcos.

2. to give students the opportunity to learn and practice their medical field of interest in Peru under the guidance of UNMSM faculty at Dos de Mayo Hospital in Lima.

3. to explore the issues in public health that confront Peruvian society, including issues of access to care, quality of care, and disparities in healthcare in the public sector in Peru.

4. to understand the Peruvian healthcare system.

5. to provide third and fourth year medical students with a unique opportunity to practice their verbal Spanish skills, especially medical Spanish.

Learning Objectives

Learning objectives:

By the end of the rotation, the student should be able to:

- Introduce him/herself to a Spanish-speaking patient and develop a strong patient-provider relationship, utilizing his or her knowledge of Peruvian culture and Spanish language.

- Obtain a patient's history entirely in Spanish.

- Guide a patient through the physical exam using Spanish only.

- Counsel a Spanish-speaking patient on the management of their illness.

- Have a better understanding of the unique epidemiologic statistics of the Peruvian population.

- Comprehend alternative therapies that are often utilized by Spanish-speaking patients for various ailments.

- Understand what measures are being taken in Peru to better the health of the entire population.

Schedule of Activities
Schedule of Activities: After registering for this course, you will contact Mrs. Maria Montesinos and Dr. Mendoza (email addresses are listed above) and inform them of the department in which you would prefer to study. They will organize your contacts for you, as well as housing and any other concerns. Your didactic and clinical activities will be organized between you and your preceptor at Dos de Mayo Hospital.

Didactic Activities

Required Reading

Required Reading:


Institute of Medicine's "Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care."


Student Evaluations

Student Evaluations: Students are required to submit an Evaluation form from the University of Rochester to his or her preceptor(s) at Dos de Mayo Hospital. Students will be evaluated on their completion of each of the above learning objectives. This elective is graded on a pass/fail basis.
MED605 Medical Intensive Care Unit

Course Information

Course Director
Valerie J. Lang M.D.
Contact Person
Bill Fuller 275-2050 willard_fuller@urmc.rochester.edu
Class Year Name
Medical Intensive Care Unit
Class Code
MED605
Elective Tags
Inpatient Service, Patient Care
Block Length
2 or 4 weeks
Students
2
Prerequisites
MED300 Medicine Clerkship
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year, International Visiting
Where should students report?
Please call or e-mail Bill Fuller a few days prior to the start of the rotation for details.
What time should students report?
8 AM
Who should they report to?
TBD

Goal

At the end of this rotation, the student should be able to articulate the initial diagnostic approach to and management of patients with acute hypoxemic respiratory failure, acute on chronic respiratory failure (e.g. exacerbation of COPD), acute respiratory distress syndrome (ARDS), sepsis and septic shock, and multisystem organ dysfunction. Basic principles of ventilator management including basic ventilator settings and trouble shooting will also be expected.

Learning Objectives

The student will join the Medical Intensive Care Unit Team at Strong Memorial Hospital. The MICU Team consists of an Attending, Fellow, and Interns and Residents in Internal Medicine or Emergency Medicine and manages all patients in MICU on 8-1600 and step-down patients on 8-3400. The student will accompany the team on rounds and assist the intern/resident team with new admissions during the day. Opportunities for night call will also be available. The student will be expected to write thorough but succinct admission notes and daily progress notes on their patients, and present their patients to the Attending and Fellow during formal work rounds in the morning and informal afternoon/evening rounds. The student will not be expected to write orders or perform procedures (e.g. central line insertion), but can assist the intern/resident team. The student will be expected to provide a 5-10 minute overview of evidenced based management of one of his or her cases once
per week on rounds (total of two presentations). The student may have the opportunity to participate in family meetings at which end-of-life care is discussed. Student will be expected to attend regularly scheduled conferences (e.g. City Wide Chest Conference on Wednesday morning, and Pulmonary Clinic Conference Fridays at noon, and Critical Care Conference), and may also have the opportunity to present an interesting case at these conferences.

**Schedule of Activities**

Daily rounds five days per week on the MICU beginning at 8 a.m. and ending by about 11:30 a.m. Evening work rounds at about 5 p.m.

**Didactic Activities**

Formal didactic sessions include City Wide Chest Conference on Wednesday morning, and Pulmonary Clinic Conference Fridays at noon. Informal teaching sessions as part of rounds and daily lectures by the attending or fellow.

**Required Reading**

**Student Evaluations**

Student’s performance will be graded by: (i) their participation in rounds and ability to complete a coherent admission notes and daily progress notes in a timely basis; (ii) direct observation of their clinical skills including history taking and physical exam; and (iii) effectiveness as a team player.
Course Information

Course Director
Ming-Yan Chow
Contact Person
Jennifer Mordaci, 922-4409, jennifer.mordaci@rochesterregional.org

Class Year Name
Medical Intensive Care Unit
Class Code
MED606
Elective Tags
Inpatient Service, Patient Care

Block Length
2 or 4

Students
2

Prerequisites
MED300 Medicine Clerkship

An elective experience is sometimes "split" by these weeks. Is it okay to split?
No

Available to the following medical students:
3rd Year, 4th Year, Visiting

Where should students report?
RGH Medical Intensive Care Unit - second floor, RGH (2100/2200 wing)

What time should students report?
08:00

Who should they report to?
Resident and/or attending in MICU

Goal

To appreciate basic concepts and develop skills used in evaluation and management of adult patients with critical illness.

URSMD STUDENTS MUST CONTACT ELECTIVE DIRECTLY FOR AVAILABLE DATES AND APPROVAL. IF APPROVED, CONTACT MEDICAL SCHOOL REGISTRAR TO UPDATE ACADEMIC PROGRAM.

Learning Objectives

By the end of the rotation the student should be able to:
- Describe the basic capabilities of mechanical ventilators.
- Recognize and treat acute respiratory failure from its onset to liberation from a ventilator
- Recognize organ system interactions in critically ill patients with multiple medical problems.
- Organize data and recognize priorities in managing patients with multiple medical problems.
- Identify ethical and psychosocial issues in management of patients with critical illness.

Schedule of Activities

The student will be a member of one of two MICU teams, functioning as a medical extern, and taking care of 1-3 patients. The student will have the same on-call schedule as the medical intern on the team, namely being
on a day shift (08:00 - 21:00) with no overnight call. The student will work up new patients and be responsible for coordinating the care of their patients under the supervision of a medical resident (R2 or R3).

**Didactic Activities**

Attendings will round with resident teams several times a week. Teaching will include work rounds, X-ray rounds, and other didactic rounds. Students should plan to attend pulmonary pathology conference (Monday AM), City-Wide Chest Conference (Wed AM), RGH Medical Grands (Thu AM), pulmonary X-ray conference (Thu AM), and resident noon conferences (daily at noon).

**Required Reading**

None required prior to the rotation. Handouts may be made available during the rotation. Students will be expected and encouraged to investigate pertinent clinical problems from on-line and print sources, especially primary sources.

**Student Evaluations**

Students should expect feedback from their MICU attendings - students can remind us of this responsibility during the rotation.
MED615 Geriatrics

Course Information

Contact Person
susan_darby@urmc.rochester.edu
Class Year Name
Geriatrics
Class Code
MED615
Elective Tags
Multidisciplinary, Outpatient Service, Patient Care, Primary Care
Block Length
2 weeks. Email Kristen Thornton MD for approval
Students
1
Prerequisites
MED300 Medicine Clerkship
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year, Resident
Where should students report?
Students will report to Monroe Community Hospital 435 E. Henrietta Rd
What time should students report?
Schedule will dictate
Who should they report to?
MCH Medical Administration 2nd Floor, Faith Building, Susan Darby 760-6353

Goal

This is a two week elective designed to expose students to geriatrics in various care settings in the Rochester community and to allow students to understand the medical and biopsychosocial needs of the aging population and apply the principles of geriatrics into clinical practice.

Learning Objectives

By the end of the rotation the student should be able to:
Distinguish normal from pathologic aging.
Demonstrate appropriate communication and interpersonal skills when interacting with older adults.
Perform an appropriate physical exam with attention to physical signs of aging, functional assessment and mental status.
Recognize early reversible signs of geriatric syndromes and identify appropriate interventional strategies to prevent/postpone institutionalization.
Describe the work up and management of common geriatric syndromes such as dementia, delirium, falls, urinary incontinence, malnutrition and polypharmacy.
Actively participate as a team member in the Geriatric Assessment Clinic and in the care plans of the nursing home and rehabilitation patients.
Experience various community resources available for the care of older adults at home.

Schedule of Activities
Schedules will be provided upon arrival to the rotation

**Didactic Activities**

Students will participate in didactic sessions in the Division of Geriatrics including weekly Geriatric Grand Rounds, Geriatric Journal Club and Fellows' Conference.

**Required Reading**

null
Course Information

Contact Person
Michelle Snyder, 5-4290, Michelle_snyder@urmc.rochester.edu
Class Year Name
Clinical Cardiology
Class Code
MED630
Elective Tags
Consultation Service
Block Length
2 weeks
Students
2
An elective experience is sometimes “split” by these weeks. Is it okay to split?
Yes
Available to the following medical students:
3rd Year, 4th Year, International Visiting, Visiting
Where should students report?
Monday mornings first day to Cardiology Morning Report, in the Cardiology Conf Room, G1460 offices.
What time should students report?
8:00 AM
Who should they report to?
Consult Team Fellow at Morning Report on first day

Goal

To instruct students in general aspects of clinical cardiology, and to give them familiarity with techniques used in this discipline, especially electrocardiography.

Learning Objectives

By the end of the rotation the student should be able to:
Have a knowledgeable approach to the patient with cardiovascular disease, and be able to take a cardiovascular history and perform a physical examination.
Be familiar with the major diagnostic categories of cardiovascular disease, and have information about the diagnostic approaches and therapy of these conditions.
Have considerable information about interpretation of electrocardiograms, and some familiarity with other specific diagnostic tests, including treadmill exercise, Holter monitoring, echocardiography, nuclear cardiology tests, and cardiac catheterization.
Develop an approach to preventative cardiology, a discipline with which all physicians should be familiar.

Schedule of Activities

Students make rounds with faculty members of the Clinical Service at Strong Memorial Hospital. There are ample opportunities to work up individual cases, to attend conferences, and to learn from faculty about diagnostic testing, especially electrocardiography.
Didactic Activities

The Cardiology Unit has a full schedule of conferences, most of which will be instructive to students and of interest to them. There are also frequent one-on-one instruction sessions with faculty of the Clinical Service, especially in the area of electrocardiography.

Required Reading

None specifically required, but the textbooks by Braunwald and by Hurst are an excellent source of reference material.

Student Evaluations

Grades for overall course performance are given at the end of the rotation by course directors.
MED632 EKG Interpretation

Course Information

Course Director
Abrar H. Shah M.D.
Contact Person
Rebekah Kepple, 723-7500, rkepple@unityhealth.org
Class Year Name
EKG Interpretation
Class Code
MED632
Elective Tags
Consultation Service, Inpatient Service, Outpatient Service, Patient Care
Block Length
2 weeks in set blocks
Students
2
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year
Where should students report?
Mondays, Tuesdays and Thursdays students will report to Unity. On Wednesdays and Fridays student will report to Rochester General Hospital in the EP Lab. Students should report to the Cardiology Department located in the Main Hospital Building. Use North Hospital Entrance, park in employee parking, enter at the main entrance, we are the first door on your right.
What time should students report?
9:00 AM
Who should they report to?
Please check with secretary and ask for Dianna Hohman or Rebekah Kepple

Goal

To develop basic understanding of EKG's.

Learning Objectives

By the end of the rotation the student should be able to:
* Recognize different types of Cardiac Arrhythmia's commonly seen.
* Identify Acute Myocardial Infarction, Ischemia, Champer Hypertrophy, Bundle Branch Blocks, and EKG manifestation of electrolyte abnormalities.

Schedule of Activities

Students are assigned to Park Ridge Hospital EKG Department where they will have the opportunity for interpretation of EKG’s. The interpretations will be reviewed by one of the faculty Cardiologists. The student will have ample opportunity of discuss the EKG’s with the Preceptor. The morning hours are spent interpreting routine daily EKG’s from the Hospital and afternoons are spent reviewing interesting EKG’s on file and observing Stress Test. Some exposure to Echocardiography can be arranged if the student wishes.

Mondays, Tuesdays and Thursdays students will report to Unity. On Wednesdays and Fridays student will
report to Rochester General Hospital in the EP Lab.

**Required Reading**

Rapid Interpretation of EKG, Dale Dubin, M.D., Cover Publishing Company, Tampa  
Practical Electrocardiography, Henry J.L. Marriot, M.D., Williams and Wilkins, Baltimore  
Electrocardiography in Clinical Practice-Adult and Pediatric, Chaun Chou, M.D., Timothy K. Knilans, M.D., Saunders, Philadelphia

**Student Evaluations**

To be completed by the Preceptor after the student's satisfactory completion of the course, and reviewing the results of an EKG Interpretation at the end of the course.
Course Information

Contact Person
Susan Jones 585-273-2703 Susan_Jones@urmc.rochester.edu
Class Year Name
Heart Failure Management
Class Code
MED634
Elective Tags
Consultation Service, Inpatient Service
Block Length
2 weeks
Students
1
Prerequisites
MED300 Medicine Clerkship
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year, International Visiting, Visiting
Where should students report?
G0347E
What time should students report?
9am
Who should they report to?
Fellow on Service

Goal

To instruct the students in the proper medical and surgical management of inpatients and outpatients with chronic and acute heart failure.

Learning Objectives

By the end of the rotation the student should be able to:

1. Understand the initial evaluation of the patient with new-onset heart failure.
2. Understand the treatment options for acute heart failure
3. Select proper medical therapy for patients with heart failure
4. Understand the proper role of inotropic therapy, cardiac transplantation, and ventricular assist devices
5. Appreciate the epidemiology of heart failure
6. Understand the important role of preventive measures in treating patients with heart failure, or those at risk for heart failure
7. Understand the different causes for cardiomyopathy
8. Appreciate the differences between patients with heart failure with and without preserved systolic function.

Schedule of Activities

Students will round with the inpatient heart failure and transplantation attendings and will also be able to attend
the heart failure outpatient clinics. Attendance at diagnostic procedures such as right heart catheterizations and coronary angiography will be encouraged and students may also observe cardiac transplantations when they occur.

**Didactic Activities**

The cardiology unit has a full schedule of conferences including a weekly heart failure and transplantation conference. There are also frequent one-on-one instruction sessions with faculty of the Clinical Services.

**Required Reading**

None specifically required, but journal articles on recent topics of interest will be distributed regularly.

**Student Evaluations**

Grades for overall course performance are given at the end of the rotation by course directors.
Course Information

Course Director
John D. Bisognano M.D., Ph.D.
Contact Person
Cathy Cottorone
Class Year Name
Outpatient Cardiology
Class Code
MED635
Elective Tags
Outpatient Service, Patient Care, Primary Care
Block Length
2 weeks
Students
1
Prerequisites
MED300 Medicine Clerkship
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
4th Year
Where should students report?
Students should email Dr. Bisognano one week prior to start of course to arrange starting point.
What time should students report?
8:00 a.m. -- Generally at Cardiology Morning Report
Who should they report to?
John Bisognano

Goal

To develop an in-depth understanding of the evaluation and treatment of patients with conditions commonly seen in the outpatient cardiology setting. This includes chest pain, heart failure, hypertension, chronic coronary disease management, as well as risk factor treatment. Also, to become familiar with the diagnostic and therapeutic options available for patients with cardiovascular disease. Students will also be assigned to general cardiology outpatient clinics but will also have the opportunity to spend time in procedural and specialty areas as time permits.

Learning Objectives

By the end of the rotation the student should be able to:

1. Understand the goals in treating patients who present to the outpatient setting with cardiovascular issues
2. Perform appropriate evaluation in patients with cardiovascular complaints
3. Construct a treatment approach for patients with cardiovascular complaints
4. Understand appropriate selection of cardiovascular diagnostic tests
5. Recommend appropriate medical and surgical treatment for patients with cardiovascular disease

Schedule of Activities

Students will attend clinic with cardiology faculty including members of the hypertension program, preventive
cardiology faculty, general cardiology faculty, as well as interventional cardiologists involved in the treatment of peripheral artery disease. Students may also round, on infrequent occasion, on the inpatient cardiology and vascular services whenever there are patients of interest in the hospital. There will be additional opportunities to attend clinical conferences and to spend time in the vascular, cath, testing, and electrophysiology laboratories.

**Didactic Activities**

The Cardiology Division has a full schedule of conferences, and most will be of interest to students in this rotation. There will be frequent one-on-one instruction with faculty of the Clinical Services.

**Required Reading**

None specifically required, but journal articles of interest will be distributed throughout the rotation.

**Student Evaluations**

Grades for overall course performance are given at the end of the rotation by course directors.
Course Information

Course Director
Stephen R. Hammes M.D., Ph.D.
Contact Person
Barbara Morabito 273-4628 or 275-2901 barbara_morabito@urmc.rochester.edu
Class Year Name
Clinical Endocrinology - Metabolism
Class Code
MED643
Elective Tags
Consultation Service, Inpatient Service, Outpatient Service, Patient Care
Block Length
2wks or 4wks
Students
1
Prerequisites
MED300 Medicine Clerkship
An elective experience is sometimes "split" by these weeks. Is it okay to split?
Yes
Available to the following medical students:
3rd Year, 4th Year, International Visiting, Visiting
Where should students report?
Contact our office by phone for specific instructions 273-4628
What time should students report?
9:00 A.M.
Who should they report to?
"endocrine fellow on-service" and/or Barb Morabito

Goal

To become more knowledgeable regarding the diagnosis and treatment of endocrine diseases. This course offers exposure to a large variety of endocrinologic issues as they are managed primarily in the outpatient setting. The rotating student will also be able to take advantage of inpatient consult service, and will participate actively in the academic conferences offered by the division.

Learning Objectives

By the end of the rotation the student should be able to:

· Perform appropriate endocrine exams.

Discuss the purposes of endocrinological tests and when to appropriately order them.

· Demonstrate the ability to integrate the history, physical exam, and lab results in order to reach a practical diagnostic conclusion in patients with endocrinologic conditions.

· List the available treatment options for the management of diabetes, thyroid and pituitary disease as well as the other endocrinologic disorders encountered and how to apply them.

Schedule of Activities
Student will spend 5 days/week either in the Endocrine Clinic, rotate in the Neuroendocrine Multidisciplinary Clinic, participate to the Endocrine Consult Service, or at Endocrine Unit Conferences. 4th year URSMD students may be scheduled with patient(s) (NPV only) during the Thurs (Diabetes) and Friday (General Endo) PM clinics. Electronic clinic notes will be done using eRecord and "routed" to be signed by the endocrine supervising MD. It is important that all notes are "routed" and "reassigned" to the supervising Attending. 3rd year URSMD or foreign students may be reassigned patients from the fellows/resident schedule at the discretion of the supervising attending. In both the clinic and on the consult service he/she will work closely with an assigned faculty preceptor and the fellows and housestaff assigned to the endocrine service. There are 2-3 teaching conferences each week.

**Didactic Activities**

Daily teaching rounds

Journal club (twice monthly)

Thyroid Multidisciplinary Conference (once monthly)

Citywide clinical case discussion (once weekly)

Core curriculum conference series (once weekly)

Scientific Research Conference (once monthly)

**Required Reading**

The endocrine section of one of the standard textbooks of medicine.

**Student Evaluations**

To receive a grade of Pass the student must successfully demonstrate proficiency of the learning objectives, attend all sessions, maintain a logbook of patients seen, and receive a passing evaluation from the preceptor.
**Course Information**

Contact Person  
Jessica DeLaura, 273-3913  jessica_delaura@urmc.rochester.edu

Class Year Name  
Clinical Gastroenterology

Class Code  
MED645

Elective Tags  
Consultation Service, Inpatient Service

Block Length  
2 weeks

Students  
2

An elective experience is sometimes "split" by these weeks. Is it okay to split?  
Yes

Available to the following medical students:  
3rd Year, 4th Year, Visiting

Where should students report?  
ACF-4, front desk GI Division. Ask for GI consult fellow.

What time should students report?  
8AM

Who should they report to?  
GI consult fellow

**Goal**

Broad exposure to common GI and Liver diseases with focus on diagnostic evaluation and management, GI symptom evaluation, and GI emergency management, in the inpatient setting.

**Schedule of Activities**

Depending on the length of their rotation, and their personal interests and career goals, students may be assigned predominantly to inpatient consultation service with some outpatient clinic exposure, or predominantly to outpatient clinic with some procedural exposure. Activities are generally from 8 a.m. to 5 p.m., Monday thru Friday. There are no on-call responsibilities, and no weekend rounds.

**Didactic Activities**

Students will attend the formal didactic lectures of the Strong Memorial Hospital Gastroenterology division. They may be asked to make brief didactic presentations on clinical rounds pertinent to patients they are following.
MED649 Clinical Gastroenterology

**Course Information**

Contact Person  
Kathy Hamblin, 922-4136, kathy.hamblin@rochesterregional.org

Class Year Name  
Clinical Gastroenterology

Class Code  
MED649

Block Length  
2 - 4 weeks

Students  
1

Prerequisites  
MED300 Medicine Clerkship

An elective experience is sometimes “split” by these weeks. Is it okay to split?  
No

Available to the following medical students:  
3rd Year, 4th Year

Where should students report?  
Room B5010 - Rochester General Hospital

What time should students report?  
8:30 to 8:40 a.m.

Who should they report to?  
Bernie Porter, NP/Marcy Soprano, NP

**Goal**

To increase the student’s familiarity with gastrointestinal, hepatic, and nutritional diseases.

**Learning Objectives**

By the end of the rotation the student should be able to:

**GENERAL:**
Be able to evaluate patients with common gastrointestinal symptoms.
Develop a familiarity with the common drugs used in gastrointestinal disease, both prescription and over-the-counter, understand their action, the situations for which they are used, their potential side effects, and their cost to the patient.
Become aware of the spectrum of procedures performed by a gastroenterologist, and understand the indications, alternatives and potential complications of each.
Identify patients/clinical situations for whom/which consultation with a gastroenterologist is indicated.

**SPECIFIC:**
Develop a reasonable diagnostic approach to both the acute and chronic gastrointestinal bleeder.
Become familiar with the treatment of gastroesophageal reflux disease and peptic ulcer disease.
Be aware of the populations at risk for colon cancer, and the manner in which they are screened.
Discuss the clinical and serologic features of viral hepatitis.
Learn the differential diagnosis of chronic liver disease, and develop a methodical approach to the evaluation of abnormal liver function tests.
Develop an approach to the patient with acute or chronic abdominal pain.
Understand the mechanisms of diarrhea, and how to evaluate patients with this symptom.
Become familiar with the clinical features of inflammatory bowel disease, the methods of evaluation, and the available therapy.
Understand the objectives of nutrition support, including nutrition assessment and development of both enteral
and parental nutrition prescriptions.

**Schedule of Activities**

Students are assigned to the Gastroenterology Unit at Rochester General Hospital from 8:30 am to 5:30 pm on weekdays. They work with three attending gastroenterologists and participate in the out- and in-patient consultative service. Students observe gastrointestinal procedures including diagnostic and therapeutic upper and lower endoscopy, ERCP and liver biopsy. They have the opportunity to attend the daily noon conferences in the Department of Medicine for the residents, as well as Medical Grand Rounds on Thursday at 8:30.

**Didactic Activities**

Each patient seen is discussed with an attending, and independent reading about these patients is expected. Selected pathology slides will be reviewed with the pathology department. The student will be expected to give a weekly, 20-minute presentation on a topic pertaining to a patient seen that week. They are encouraged to attend the monthly Gastroenterology clinical conference when it is given during the time they spend on this elective.

**Required Reading**


Selected review articles will be provided to the student. All the texts listed are available in the Gastroenterology Unit and in the medical library.

**Student Evaluations**

To receive a passing evaluation, the student must present a weekly conference. In addition, through patient assessments, case presentations and write-ups, they will demonstrate to their preceptors that they have gained the knowledge stated in the objectives.
Course Information

Contact Person
Dina Henchen 275-4797 Dina_Henchen@urmc.rochester.edu
Class Year Name
Hematology
Class Code
MED653
Elective Tags
Consultation Service, Inpatient Service, Multidisciplinary, Outpatient Service, Patient Care
Block Length
2 weeks or 4 weeks
Students
1
An elective experience is sometimes “split” by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year, International Visiting, Student Fellow, Visiting
Where should students report?
Variable. This information will be provided to the students upon registration.
What time should students report?
8 a.m.
Who should they report to?
Alissa Huston, M.D.

Goal

Students will become familiar with both malignant and benign diseases of the blood. Students will be encouraged to consider a career in hematology and to develop an interest in cancer research.

Learning Objectives

At the end of the elective the student will be able to:

1. Interpret peripheral blood smears and bone marrow morphology.
2. Describe the significance of disturbances in blood counts
3. Describe the rationale for ordering tests for bleeding and thrombotic disorders
4. Interpret tests for bleeding and thrombotic disorders
5. Explain the management of bleeding and thrombotic disorders
6. Demonstrate history and physical taking skills in the evaluation of patients with bleeding disorders and thrombotic conditions
7. Demonstrate history and physical taking skills in the evaluation of patients with lymphadenopathy or paraproteinemia
8. Discuss a rational approach to the diagnosis and treatment of cytopenias, such as anemia, thrombocytopenia, pancytopenia.

9. Discuss appropriate use of hematopoietic growth factors such as erythropoietin, granulocyte colony stimulating factor, etc.

10. Explain the appropriate use of blood products and the work up of various transfusion reactions.

**Schedule of Activities**

This elective is two to four weeks in length. The student will begin work at 8 a.m. daily under the supervision of the attending on the inpatient hematology service. The student will participate in daily rounds, didactic sessions as assigned and will attend two outpatient hematology clinics per week. Students may also be assigned to see hematology consults.

**Didactic Activities**

The student will attend the lymphoma pathology conference on Tuesdays at 12:30 p.m. in 2.0727, the leukemia and myeloma conference on Wednesdays at noon in 2.3601. The student will also attend the Fellowship Teaching Conference held on select Thursdays at 7:30 a.m. in 2.0727 and the Fellows Core Competency Conference on Fridays at 8 a.m. in 3.0809.

**Required Reading**

Selected articles as assigned by Dr. Huston at the outset of the elective rotation.

**Student Evaluations**

To receive a passing grade, students must attend all clinical and didactic activities. They will also make a short presentation to the hematology attending and team. Students must also receive a satisfactory evaluation from the course director and return their course evaluations prior to grades being posted.
MED654 Clinical Hematology

Course Information

Contact Person
Sherri Hill at 922-5387 email sherri.hill@rochesterregional.org
Class Year Name
Clinical Hematology
Class Code
MED654
Elective Tags
Inpatient Service
Block Length
2
Students
1
Prerequisites
MED300 Medicine Clerkship
An elective experience is sometimes "split" by these weeks. Is it okay to split?
Yes
Available to the following medical students:
3rd Year, 4th Year, International Visiting, Visiting
Where should students report?
Lipson Cancer and Blood Center, Lobby Level
What time should students report?
8:15 am
Who should they report to?
Ronald Sham, M.D.

Goal

To understand the pathophysiology underlying common hematologic disorders and to develop a problem-oriented approach to the diagnosis and management of blood disorders.

Learning Objectives

By the end of the rotation the student should be able to:
Formulate an accurate differential diagnosis for most common hematologic problems
Interpret peripheral blood smears
Have an understanding of disorders of hemostasis and thrombosis
Utilize hematology laboratory studies in a rational manner

A two week block will be enough to acquire basic skills. Students seeking in-depth study should arrange a four to six week block.

Schedule of Activities

Students will be expected to participate in daily in-patient rounds and will see outpatients with a preceptor five days a week. Bone marrow conferences with the hematopathologist are held twice a week and multi-disciplinary comprehensive Hemophilia Clinics once a month. An effort will be made to expose the student to as many different types of common hematologic problems as possible.
Didactic Activities

Teaching occurs for the most part in the context of inpatient and outpatient cases seen during the clerkship. Students will be expected to present cases to the preceptor and to other students/residents on the service. The preceptor will help direct the student to the relevant literature. Students are expected to attend a weekly conferences including bone marrow conference, Hemophilia conferand and X-Ray conference.

Required Reading

Each student will receive guidance regarding reading related to hematologic problems.

Student Evaluations

To achieve a grade of satisfactory, students must participate in the majority of the unit’s activities outlined above and demonstrate to the preceptor that they have achieved the learning objectives.
MED655 Medical Oncology

Course Information

Contact Person
Kristin Galvin-Burwick 275-4797 kristin_galvinburwick@urmc.rochester.edu
Class Year Name
Medical Oncology
Class Code
MED655
Elective Tags
Consultation Service, Inpatient Service, Multidisciplinary, Outpatient Service, Patient Care
Block Length
2 to 4
Students
1
An elective experience is sometimes “split” by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year, International Visiting
Where should students report?
Variable. This information will be provided to the students upon registration.
What time should students report?
8 a.m.
Who should they report to?
Alissa Huston, M.D.

Goal

Students will become familiar with common cancers. Students will be encouraged to consider a career in medical oncology and to develop an interest in cancer research.

Learning Objectives

At the end of the elective the student will be able to:

1. List the signs and symptoms of common cancers and describe their diagnostic evaluation and natural history.
2. Discuss the principles of cancer therapy including chemo-, hormonal-, and biologic-therapy.
3. Explain the management of common complications of therapy including myelosuppression, infection, hemorrhage, nausea, vomiting, and renal and cardiac failure.
4. Explain the treatment of oncologic emergencies; such as febrile neutropenia, spinal cord compression, and metabolic abnormalities such as hypercalcemia.
5. Discuss the management of cancer-related pain and the use of narcotic analgesics and adjunctive medications.
6. Discuss the long term complications of cancer and its therapy.
7. Discuss the role of clinical trials in a clinical cancer setting.
8. Demonstrate history and physical taking skills in the evaluation of patients with cancer

**Schedule of Activities**

This elective is two to four weeks in length. The student will begin work at 8 a.m. and will attend a variety of outpatient medical oncology clinics. Students may also spend time seeing select inpatient consults with the inpatient attending physician.

**Didactic Activities**

Students will attend the breast oncology pathology conference at 7:30 a.m. on Mondays in 2.0727, the breast oncology didactic conference at noon on Wednesdays in 2.0727 or the genitourinary oncology conference on the first and third weeks each month at noon in G.5307, the fellowship teaching conference on some Thursdays at 7:30 a.m. on 2.0727, the thoracic oncology conference at 4 p.m. Thursdays in 2.0727, the gastrointestinal oncology conference at 7:30 a.m. on Fridays in 2.0727 or the fellowship core competency conference at 8 a.m. Fridays in 3.0809.

**Required Reading**

Selected articles as assigned by Dr. Huston at the outset of the elective rotation.

**Student Evaluations**

To receive a passing grade, students must attend all clinical and didactic activities. They will also make a short presentation to the oncology attending physician and team. Students must also receive a satisfactory evaluation from the course director and return their course evaluations prior to grades being posted.
MED656 Individualized Hematology/Medical Oncology

Course Information

Contact Person
Kristin Galvin-Burwick 275-4797 kristin_galvinburwick@urmc.rochester.edu
Class Year Name
Individualized Hematology/Medical Oncology
Class Code
MED656
Elective Tags
Consultation Service, Inpatient Service, Multidisciplinary, Outpatient Service, Patient Care
Block Length
2 to 4 weeks
Students
1
An elective experience is sometimes “split” by these weeks. Is it okay to split?
No
Available to the following medical students:
4th Year
Where should students report?
Variable. This information will be provided to the students upon registration.
What time should students report?
8 a.m.
Who should they report to?
Alissa Huston, M.D.

Goal

The pre-requisite for this course is either MED 653 or MED 655.

This elective is intended for fourth year medical students who have already taken MED 653 or MED 655. It offers the chance for the development of an in-depth learning experience for students who wish to focus their learning on a particular hematologic or oncologic disease family.

Learning Objectives

To be discussed with the course director upon registration.

Schedule of Activities

To be discussed with the course director upon registration.

Didactic Activities

To be discussed with the course director upon registration.

Required Reading

To be discussed with the course director upon registration.
Student Evaluations

To be discussed with the course director upon registration.
MED658 Clinical Immunology

Course Information

Contact Person
John Peters 275-9139, john_peters@urmc.rochester.edu
Class Year Name
Clinical Immunology
Class Code
MED658
Elective Tags
Inpatient Service, Outpatient Service, Patient Care
Block Length
2 weeks
Students
1
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year, Visiting
Where should students report?
SMH RM 5-6220N for orientation followed by RM 5-6220I for further instructions. Must be in contact with John Peters before reporting.
What time should students report?
10:30am on morning of elective start
Who should they report to?
Dr. Ummara Shah for orientation followed by John Peters for further instructions

Goal

To provide a solid foundation in Allergy/Immunology and Rheumatology which will allow the student to approach the patient with allergic or musculoskeletal complaints in an organized and efficient manner.

Learning Objectives

By the end of the rotation the student should will:
- Develop an understanding of the diagnostic criteria for rheumatoid arthritis, osteoarthritis, crystal induced arthritis, systemic lupus erythematosus, seronegative spondyloarthropathies, fibromyalgia, septic arthritis, allergic rhinitis and asthma.
- Develop an understanding of synovial fluid analysis and its use in diagnosis and management of acute and chronic arthritis.

- Develop skills in interpreting bone radiographs and understand the radiographic features of rheumatoid arthritis, osteoarthritis, gout, pseudogout, and seronegative spondyloarthropathies.
- Develop an understanding of the use of immunologic laboratory studies in the diagnosis and management of patients with autoimmune diseases.
- Develop an understanding of the indications for and potential side effects of commonly used medications such as NSAIDs, hydroxychloroquine, sulfasalazine, methotrexate, azathioprine, cyclophosphamide, etanercept, infliximab, leflunomide, corticosteroids, colchicine, probenecid, and allopurinol.
- Develop an understanding of the role of physical and occupational therapy in the treatment of musculoskeletal problems.
- Develop an understanding of the indications, contra-indications, and techniques of arthrocentesis.
- Develop an understanding of allergic diseases, asthma and the differential diagnosis of wheezing, nasal congestion and rhinorrhea.
- Develop experience in taking a complete environmental history and in advising patients regarding techniques to reduce exposure to house dust mite, mold, and animal antigens.

**Schedule of Activities**

Students will be assigned to an ambulatory office practice for up to 4 half days per week. Students will also be encouraged to evaluate selected inpatients who are being followed by the inpatient service. Students will attend the Division conferences.

**Didactic Activities**

Students are required to attend all AIR conferences which include Thursday morning Clinical Conferences, Case Conundrum, Radiology Conference & Journal Club.

**Required Reading**

Students are required to complete a Blackboard self-study course, AIR.MS.2011-2012.

**Student Evaluations**

The standard Medical School Evaluation will be used
MED660 Elective in Infectious Diseases

Course Information

Course Director
Edward Epes Walsh M.D.
Contact Person
Edna Fernandez, 922-4003, edna.fernandez@rochesterregional.org
Class Year Name
Elective in Infectious Diseases
Class Code
MED660
Elective Tags
Inpatient Service, Patient Care
Block Length
2-4 weeks
Students
1
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year, Visiting
Where should students report?
Rochester General Hospital, Room R209
What time should students report?
8:30 am
Who should they report to?
Edna Fernandez

Goal

Students should develop greater familiarity with infectious agents and their clinical presentation, host-parasite relationships, use of the diagnostic microbiology laboratory and antibiotic chemotherapy.

Learning Objectives

By the end of the rotation the student should be able to:
? Recognize common bedside and laboratory findings that point to a possible infectious disease etiology of disease in the hospitalized patient.
? Order and properly interpret diagnostic laboratory tests used in the evaluation of patients for whom an Infectious Disease Service consultation is requested. These include a variety of conventional viral, bacterial, and fungal culture and serologic methods.
? Make rational drug choices among families of antimicrobial and antiviral agents for the treatment of infectious diseases and to recognize potential allergic and toxic side effects and their management.
? Discuss the mechanisms of host defense against infectious agents in normal and immunocompromised patients.
? Discuss common problems in hospital epidemiology and infection control.
MED62 HIV Outpatient Care

Course Information
Contact Person
Wendy Lepsch 275-5873
Class Year Name
HIV Outpatient Care
Class Code
MED662
Elective Tags
Consultation Service, Outpatient Service, Patient Care
Block Length
2 weeks
Students
1
An elective experience is sometimes “split” by these weeks. Is it okay to split?
Yes
Available to the following medical students:
3rd Year, 4th Year, International Visiting, Visiting
Where should students report?
Infectious Diseases Clinic AC-3; silver elevator to 3rd floor. ID is the last Clinic.
What time should students report?
8:30 AM
Who should they report to?
Shawn Sciascia

Goal
To develop an understanding of HIV ambulatory care, the diagnostic challenges of HIV related complications, the psycho-social impact of HIV disease, and relevant issues around HIV prevention.

Learning Objectives
By the end of the rotation the student should be able to:
Describe the current recommendations for prophylaxis of opportunistic infections.
List the different options for treatment of pulmonary pneumocystosis.
List currently approved antiretrovirals, and discuss their uses and side effects.
Discuss use of antiretrovirals for prevention of vertical transmission of HIV.
Describe the initial work-up of HIV-infected individuals, including guidelines for interpretation of tuberculin skin tests.
Discuss strategies to improve the patient's adherence to medications.
Identify patients for whom psychiatric consultation is indicated.
MED665 Infectious Diseases

Course Information

Course Director
Paul S. Graman M.D.
Contact Person
Wendy Lepsch 275-5871, Wendy_Lepsch@URMC.Rochester.edu AnnMarie Crist 275-6558
AnnMarie_Crist@URMC.Rochester.edu
Class Year Name
Infectious Diseases
Class Code
MED665
Elective Tags
Consultation Service, Inpatient Service, Patient Care
Block Length
2-4 weeks
Students
2
Prerequisites
MED300 Medicine Clerkship
An elective experience is sometimes "split" by these weeks. Is it okay to split?
Yes
Available to the following medical students:
4th Year, International Visiting, Visiting
Where should students report?
Infectious Disease Division Office Room 3-6209
What time should students report?
9:00 AM
Who should they report to?
AnnMarie Crist

Goal

To understand the principles of diagnosis and treatment of infectious diseases, including familiarity with culture and susceptibility tests, and use of antimicrobial agents.

Learning Objectives

By the end of the rotation the student should be able to:

Discuss pathogenesis of common infections, including cellulitis, pneumonia, bacteremia, UTI, and tuberculosis.

Distinguish between infection, colonization, and contamination.

Interpret results of cultures and gram stains from various sites, including sputum, urine, blood, CSF, and wounds.

Interpret results of antibiotic susceptibility testing, and apply these results in the selection of appropriate antibiotic therapy. Define minimum inhibitory concentration (MIC) and minimum bactericidal concentration (MBC).

Discuss pharmacology, toxicity and spectrum of commonly used antibiotics.
Evaluate a patient with fever of uncertain etiology.

**Schedule of Activities**

Students work closely with Fellows, Medical Residents, and Attendings on the Infectious Disease in-patient service at SMH. Students will be assigned new patient consultations for work-up in conjunction with a Fellow or Resident; students will write up, present and discuss these cases on ID Attending Rounds.

**Didactic Activities**

- Students are expected to read about and discuss patient cases with their preceptors.
- Students should attend ID Clinical Conference (Thursdays 11:30-1:00) and ID City-Wide Conference (last Thursday of month 8:00-9:30).
- Students are welcome to attend other conferences including HIV Conference (Mondays 12:00-1:00), ID Journal Club (2nd and 4th Wednesdays 12:00-1:00), and ID Seminar Series (Fridays 8:00-9:00).
- Students may be assigned to present one of their patient cases at ID Clinical Conference.

**Required Reading**

Principles and Practice of Infectious Diseases, Bennett, Dolin and Blaser. 8th ed., 2015 (selected chapters).

**Student Evaluations**

In order to receive a grade of Pass, students must: 1) demonstrate an appropriate knowledge of the learning objectives, 2) actively participate in rounds, patient care, and conferences, and 3) complete patient work-ups at a level commensurate with their experience.
**Course Information**

Contact Person  
Marilyn Miran 275-1554 marilyn_miran@urmc.rochester.edu  
Class Year Name  
Clinical Nephrology  
Class Code  
MED670  
Elective Tags  
Inpatient Service, Outpatient Service, Patient Care  
Block Length  
2-4  
Students  
2  
Prerequisites  
(ALL) MED300 Medicine Clerkship, TYC300 Third Year Comprehensive Assessment  
An elective experience is sometimes "split" by these weeks. Is it okay to split?  
Yes  
Available to the following medical students:  
4th Year  
Where should students report?  
On first day Students should report to room 3-6324 and ask the secretary to page the fellow on acute service for direction.  
What time should students report?  
9 am.  
Who should they report to?  
Nephrology Fellow on Acute service

**Goal**

An elective experience designed for 4th year Medical students to gain experience in clinical nephrology, the student is expected to achieve competence in the diagnosis and management of common problems in nephrology including acute and chronic kidney disease as well as acid-base and electrolyte disturbances

**Learning Objectives**

By the end of the rotation the student should be able to:  
- Present data on new patients to the team and generate a consult note on new patients.  
- Provide excellent daily follow-up on several patients on the team.  
- Generate an appropriate differential diagnosis for patients with acute kidney disease.  
- Use appropriate diagnostic tools to differentiate between pre-renal and intrinsic renal disease  
- Do a urinalysis and become familiar with common findings seen.  
- Diagnose and manage common electrolyte and acid-base disorders  
- Understand the rationale for prescribing standard medications used in patients with chronic kidney disease  
- Become familiar with the work-up of patients with proteinuria and hematuria.  
- Become familiar with common disorders of calcium and phosphorus balance, and nephrolithiasis

**Schedule of Activities**
Students are assigned to SMH and work on the inpatient units with the acute consult team which consists of an attending, a Nephrology fellow and occasionally internal medicine residents. Essential outpatient experience is obtained in the Tuesday afternoon and Friday morning general nephrology clinics.

**Didactic Activities**

There is a monthly clinical conference presented by a fellow, renal pathology conference twice/month, weekly journal club, a weekly sign-out conference in which all of the complex and interesting inpatients on the service are discussed. Other seminars of interest are the weekly journal club, biweekly physiology conference and biopsy conference which students are welcome to attend.

**Required Reading**

Case relevant material

**Student Evaluations**

A narrative evaluation is completed with comments regarding the student's knowledge, clinical skills, problem-solving and clinical reasoning abilities, communication skills and personal and professional qualities, including dependability, motivation and interpersonal relationships during the rotation.
MED671 Elective in Nephrology

Course Information
Course Director
Marvin Grieff M.D.
Contact Person
Patricia Read, 922-0402, patricia.read@rochesterregional.org
Class Year Name
Elective in Nephrology
Class Code
MED671
Elective Tags
Consultation Service, Inpatient Service
Block Length
2 - 4 weeks
Students
2
Prerequisites
MED300 Medicine Clerkship
An elective experience is sometimes "split" by these weeks. Is it okay to split?
Yes
Available to the following medical students:
3rd Year, 4th Year, International Visiting
Where should students report?
Rochester General, Room B5005. Nephrology has moved off-site to 370 E. Ridge Rd, Ste 20, NE corner of E. Ridge Rd & Seneca Ave. 922-0402 is my direct extension for further instructions and/or questions
What time should students report?
9:00 am
Who should they report to?
Patricia Read/ Lisa Phillipson

Goal
To understand the basic concepts of renal diseases, acid-base and fluid balance.

Learning Objectives
By the end of the rotation the student should be able to:
? Identify patients for whose management a nephrology consultation is indicated and learn how to perform the consultation.
? Explain the difference between acute and chronic renal disease, and the general correlation between different patterns of urinalysis sediment findings and certain disease states.
? Define the different types of proteinuria, and define the mechanism of nephrotic syndrome.
? Learn the major causes of acute renal failure and to distinguish between prerenal disease, acute tubular necrosis and obstructive uropathy.
? Learn the use of urinary sodium concentration and the fractional excretion of sodium to distinguish between prerenal states and acute tubular necrosis as a cause of acute renal failure.
? Know the major glomerular syndromes (nephritic and nephrotic) and their clinical presentation. Discuss the mechanisms responsible for immune mediated glomerular injury, vasculitis, and how they affect the structure and function of the kidney. Discuss the progression of chronic renal failure and the adaptive responses to loss of functioning nephrons.
? Discuss the mechanisms by which uremic symptoms are produced, the role of parathyroid hormone and Vitamin D in chronic renal insufficiency and erythropoietin in Renal anemia.
Describe the indications for dialysis both in acute and chronic renal failure.
Discuss the mechanisms of sodium retention in edema states and how to use diuretics in the treatment of sodium retention.
Discuss the factors which determine the plasma sodium concentration, and the mechanism and treatment of hypo and hypernatremia.
Discuss the factors involved in the regulation of potassium balance, the major causes of hyper and hypokalemia and the physiological principles of therapy for hyperkalemia.
Explain the basic principles of acid base physiology, the characteristics of different acid base disorders and the rational treatment of metabolic acidosis and metabolic alkalosis.

**Schedule of Activities**

The students assigned to the Rochester General Hospital Nephrology Unit will work with the consulting nephrologists from 8:30 a.m. to 5:30 p.m. on weekdays. The students will be assigned new patient consultations, usually one per day and will follow these patients during the elective. The students will also see new patients in the outpatient nephrology clinic, and on follow-up visits. The student will perform the initial evaluation under the direct supervision of the consulting nephrologists. Urinalysis will be performed by the student under the guidance of a nephrologist on each new consultation.

**Didactic Activities**

Students will be assigned a preceptor (different from the consulting nephrologists). This preceptor will discuss the learning objectives with the students. The student will participate in all the clinical conferences of the nephrology unit. Each student will be assigned a specific nephrological problem, based on material seen on the wards. This will be researched and presented to the nephrology group at the clinical conference. In addition, the students are expected to attend resident conferences and the RGH medical grand rounds each week.

**Required Reading**


**Student Evaluations**

To receive a grade of pass, students must perform adequate work-ups to the preceptor, participate in the clinical conference and must receive a satisfactory clinical evaluation from the consulting nephrologists.
Course Information

Contact Person
Virginia Petrillo 341-6895 Christine_Carrier-Gray@urmc.rochester.edu

Class Year Name
Elective in Nephrology

Class Code
MED673

Elective Tags
Research-Clinical,Teaching

Block Length
4 - 6 weeks

Students
1

Prerequisites
MED300 Medicine Clerkship

An elective experience is sometimes "split" by these weeks. Is it okay to split?
No

Available to the following medical students:
3rd Year, 4th Year

Where should students report?
Highland Hospital Nephrology Office Physician`s Office Building Suite 030

What time should students report?
8:30am

Who should they report to?
Christine Carrier-Gray

Goal

To understand the principles of evaluation and management of acid base, fluid electrolyte, and nephrologic problems.

Must get course director’s approval prior to scheduling

Learning Objectives

By the end of the rotation the student should be able to:
1. Perform a urinalysis, identify chemical and microscopic components accurately, and apply this finding to the clinical setting in formulating a differential diagnosis.
2. Interpret arterial blood gases, plasma and urine anion gap, and evaluate and formulate a specific treatment plan for simple and mixed acid base disturbances.
3. Evaluate and formulate a specific treatment plan for fluid and electrolyte disturbances utilizing clinical and blood and chemistry results (osmolality, fractional excretion).
4. Evaluate timed urinary collections for creatinine and protein.
5. Know the appropriate workup and differential diagnosis of clinical problems including hematuria, proteinuria, and renal failure.
6. Discuss the management of acute renal failure and chronic renal failure.
7. Identify the features of glomerulonephritis and list the main histologic types and primary and secondary etiologies for these.
8. Describe the effects of certain drugs (antibiotics, non-steroidal anti-inflammatory drugs) on the kidney.
9. Identify patients/situations that require consultation with a nephrologist.
10. Describe the principles of dialysis and the modalities available to treat patients with end-stage renal disease.
Evaluate patients presenting with nephrolithiasis and describe reasons to consider workup to rule out secondary hypertension.
Discuss primary and secondary hypertension and describe reasons for and plans for workup of secondary causes.

Schedule of Activities

All activities are at Highland Hospital where students will work under the guidance and supervision of the four faculty nephrologists. They will participate in inpatient hospital rounds and evaluate inpatient and outpatient consults.

Didactic Activities

Students will participate in nephrology subspecialty conferences and journal clubs. They will be expected to independently evaluate clinical problems and formulate and discuss differential diagnosis, workup and treatment plan with the attending nephrologist.

Required Reading

   *All resources can be borrowed from the Nephrology Department library at HH.

Student Evaluations

To receive a grade of pass, the student must participate in daily rounds taking an active role in patient evaluation and care. They must turn in a documented log sheet that learning objectives were met and they must complete and pass the written nephrology exam given at the end of the course. The latter will be reviewed with the student to identify weaknesses and clarify understandings.
Course Information

Contact Person
Sherri Hill at 922-5387 email: sherri.hill@rochesterregional.org
Class Year Name
Clinical Oncology
Class Code
MED684
Elective Tags
Inpatient Service
Block Length
2 weeks
Students
1
Prerequisites
MED300 Medicine Clerkship
An elective experience is sometimes "split" by these weeks. Is it okay to split?
Yes
Available to the following medical students:
3rd Year, 4th Year, International Visiting, Visiting
Where should students report?
Lipson Cancer and Blood Center, Lobby Level
What time should students report?
8:15 a.m.
Who should they report to?
Ronald Sham, M.D.

Goal

The student should be able to understand the database necessary to be gathered and the decision making criteria to consider in evaluation and treatment of patients with cancer.

Learning Objectives

By the end of the rotation the student should be able to:
Perform a history with specific attention to areas concerning diagnosis (family history, environmental exposures, history of present illness) and physical examination directed to skin, lymph nodes, breast, liver, spleen, and tumor measurements.
Become aware of the major oncologic emergencies such as spinal cord compression, tumor lysis syndrome, hypercalcemia and understand the principles of managing these conditions.
Interact with other members of the multimodality oncologic team: radiation and surgical oncology, nursing, social work.
Assess performance status and estimate the short and long-term toxicities of chemotherapy regimens.

Schedule of Activities

Student will participate in outpatient office evaluation of patients with a wide range of malignant diseases. The student will evaluate out-patients and inpatients under the direct supervision of a faculty attending.
**Didactic Activities**

There are three scheduled conferences per week at which the student will learn about radiographic and pathologic evaluation of patients. There are also case-based didactic sessions after clinics.

**Required Reading**

Articles and Texts recommended during elective.

**Student Evaluations**

The student will be evaluated by direct observation of the student's skills at taking a history, physical and problem solving.
**MED685 Clinical Oncology/Hematology**

**Course Information**

Course Director
Timothy James Woodlock M.D.
Contact Person
Lilly Cornier, Course Coordinator, 368-3621 or Dr. T. Woodlock (email) twoodlock@unityhealth.org

Class Year Name
Clinical Oncology/Hematology
Class Code
MED685
Elective Tags
Outpatient Service
Block Length
2 - 4 weeks
Students
2

An elective experience is sometimes “split” by these weeks. Is it okay to split?
Yes

Available to the following medical students:
3rd Year, 4th Year, International Visiting, Visiting

Where should students report?
Unity Health Systems, Bishop Kearney Building 1st floor (park in adjacent ramp garage)

What time should students report?
9:00 am

Who should they report to?
Dr. Timothy Woodlock, Course Director (email) twoodlock@unityhealth.org

**Goal**

Students will obtain a general knowledge of the medical care of cancer patients and patients with bleeding and clotting illnesses. We correlate basic science and psycho-social concepts with clinical problems and solutions. Much time is available for one-on-one contact with patients to grasp deeply the nature of their illness and treatment. Students also present a 20-minute seminar to our unit on a heme/onc topic of their choice with faculty supervision and aid.

**Learning Objectives**

1. General knowledge of heme-onc diseases and treatments.
2. Supervised in-depth contact with a wide variety of patients.
3. Focused review of topic chosen by student.
4. Availability to participate in procedures if desired by student.

**Schedule of Activities**

2. Unity Dept. of Medicine grand rounds - Tues 8 a.m.
3. Tumor Conference- Wed 7:30 a.m.

4. Student - presented seminar.

5. Unity resident conferences as time allows.

**Didactic Activities**

(see schedule of activities)

The attending physicians in addition review in detail each case seen by the student, covering history and physical skills as well as patient management issues.

**Required Reading**

Reading materials appropriate to patients seen will be supplied by supervising physicians.

**Student Evaluations**

Based on interest and participation in elective.
**Course Information**

Contact Person  
Sue Palmiero / 5-5575 / sue_palmiero@urmc.rochester.edu  
Class Year Name  
Multidisciplinary Oncology in Radiation Oncology  
Class Code  
MED686  
Elective Tags  
Multidisciplinary, Outpatient Service  
Block Length  
1 - 4 weeks  
Students  
1  
An elective experience is sometimes "split" by these weeks. Is it okay to split? Yes  
Available to the following medical students:  
3rd Year, 4th Year, International Visiting, Visiting  
Where should students report?  
Department of Radiation Oncology waiting Room G-0850A, ask receptionist to call Sue Palmiero (5-5575) or Susan Fritsch (3-1984)  
What time should students report?  
9:00 a.m. 1st day, 8:00 a.m. thereafter  
Who should they report to?  
Sue Palmiero, Clerkship Coordinator

**Goal**

To provide students with an understanding of cancer management in a multidisciplinary setting with an emphasis on clinical radiation oncology.

**Learning Objectives**

By the end of the rotation the student should be able to:  
* Discuss the natural history of malignant disease  
* Describe standard work-up and diagnostic tests used in the evaluation of new patients and in follow-up clinic.  
* Discuss staging of the disease and its relationship to development of a treatment plan.  
* Explain indications for delivering radiation therapy.  
* Discuss the process leading up to and including formulation of a treatment plan.  
* Describe integration of other standard therapeutic modalities (surgery and chemotherapy) in cancer management.  
* Identify various side effects associated with radiation therapy treatments and explain management techniques.

**Schedule of Activities**

Students are assigned to a radiation oncologist on a rotating basis at SMH from 8:00am - 5:00pm. Students will follow patients from consult through treatment with emphasis on all aspects of patient care, particularly on diagnostic evaluation of new patients leading to accurate staging of disease and formulation of a treatment plan, often multidisciplinary in character.
Didactic Activities

- New Patient Conference - 1 hour twice per week
- Treatment Planning Rounds - 1 hour per week

Required Reading

Clinical Oncology, 8 ed. By Philip Rubin, M.D. - major reference text.

Student Evaluations

To receive a grade of Pass, students must turn in all assigned case studies, attend new patient conferences and treatment planning rounds and receive a satisfactory clinical evaluation from their preceptors.
Course Information

Contact Person
Ann Bauman 275-4861 ann_bauman@urmc.rochester.edu
Class Year Name
Inpatient Pulmonary Medicine
Class Code
MED692
Elective Tags
Inpatient Service
Block Length
2 - 4 weeks
Students
1
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year
Where should students report?
Please call or e-mail Ann Bauman a few days prior to the start of the rotation.
What time should students report?
TBD
Who should they report to?
TBD

Goal

At the end of this rotation, the student should be able to articulate the initial diagnostic approach to and management of patients with common respiratory problems such as asthma, COPD, interstitial lung disease and lung cancer. Other conditions likely to be encountered include obstructive sleep apnea, pulmonary hypertension, and unexplained dyspnea or hypoxemia. The student should also be familiar with basic pathophysiologic mechanisms of hypoxemia including the causes of a widened A-a gradient, and also principles of alveolar ventilation. Basic interpretation of the normal and abnormal chest X-ray will also be expected.

Learning Objectives

The student will accompany the inpatient Pulmonary Consult Team at Strong Memorial Hospital. The Consult Team consists of an Attending and Fellow that see 3-5 new consults per day with a variety of pulmonary diagnoses. An Internal Medicine Resident is also usually a part of the team during elective time. Consults vary in their acuity from acute respiratory failure to lung cancer, and more chronic problems including cough and unexplained dyspnea. The student will initially accompany the team on rounds and observe the process of consultation from initial evaluation to write-up of recommendations. By the end of the rotation the student will be expected to see new consults independently and initiate his/her own diagnostic plan. The student will be expected to provide a 5-10 minute overview of evidenced based management of one of his or her cases twice per week on rounds (total of four presentations). The student will be expected to attend regularly scheduled conferences (e.g. City Wide Chest Conference on Wednesday morning, and Pulmonary Clinic Conference on Fridays at Noon), and will also have the opportunity to present an interesting case at these conferences. The student will also have the chance to observe fiberoptic bronchoscopies (e.g. bronchoalveolar lavage or transbronchial biopsies) since the Pulmonary Team also performs this procedure on a regular basis. There may be limited possibilities to participate in outpatient Pulmonary clinic as well.
**Schedule of Activities**

Daily rounds five days per week on the pulmonary inpatient consults service. Bronchoscopies scheduled throughout the day beginning at 8 a.m. Depending on volume of service, rounds can conclude after 6 p.m.

**Didactic Activities**

Formal didactic sessions include City Wide Chest Conference on Wednesday morning, and Pulmonary Clinic Conference Fridays at noon. Informal teaching sessions as part of rounds.

**Student Evaluations**

Student's performance will be graded by: (i) their participation in rounds and ability to complete a coherent consult write-up on a timely basis; (ii) direct observation of their clinical skills including history taking and physical exam; and (iii) their presentations on rounds or at conferences.
**Course Information**

Contact Person  
Susan Sutton, 922-4409, susan.sutton@rochestergeneral.org  
Class Year Name  
Pulmonary Medicine  
Class Code  
MED693  
Elective Tags  
Patient Care  
Block Length  
2 - 4 weeks  
Students  
1  
Prerequisites  
MED300 Medicine Clerkship  
An elective experience is sometimes "split" by these weeks. Is it okay to split?  
No  
Available to the following medical students:  
3rd Year, 4th Year, International Visiting, Visiting  
Where should students report?  
Rochester General Hospital, Pulmonary Office 4th Floor  
What time should students report?  
9:00 am  
Who should they report to?  
Gary Wahl, M.D.

**Goal**

The student will learn a systematic approach to the clinical evaluation of lung disease. If the student wishes, he or she may tailor their experience to emphasize either inpatients (including MICU patients), or outpatients.

**Learning Objectives**

By the end of the rotation the student should be able to:

?Evaluate common symptoms associated with lung disease such as dyspnea, cough and hemoptysis.  
?Diagnose and treat common lung disorders, including COPD, asthma, pneumonia, and lung cancer.  
?Interpret simple, commonly used pulmonary function tests.  
?Better understand the role of bronchoscopy, chest x-ray, and lung biopsy in the evaluation of lung disease.  
?Present a concise, focused presentation of a patient with respiratory symptoms or disease.

**Schedule of Activities**

Daily rounds, conferences, and patient evaluations begin at 8:30 am and last until 5:00 pm. Students will interview and examine 3-5 new patients a week and make a presentation of the patient to one of the staff attendings. On most days, the students can expect to round and work closely with one of the staff attendings for 3-4 hours.
Didactic Activities

1. Daily interpretation of pulmonary function tests
2. Weekly x-ray conference
3. Weekly pathology conference
4. Monday, Wednesday, Friday ICU patient conference
5. Weekly city-wide case conference
6. Weekly review conference of pertinent journal articles

Required Reading

Respiratory Disease section of the General Medical text. Pertinent review articles related to patients evaluated.

Student Evaluations

Students will be evaluated based on their close interaction with faculty. Particular attention will be paid to their ability to organize, analyze, and present clinical information. The importance of good case presentation skills will be emphasized.
Course Information

Course Director
Joseph Edward Modrak M.D.

Contact Person
Joe Modrak, M.D.; 341-7575 joseph_modrak@urmc.rochester.edu

Class Year Name
Sleep Medicine Elective

Class Code
MED695

Block Length
1 - 2 weeks (4 weeks by arrangement)

Students
1

Prerequisites
(ALL) MED300 Medicine Clerkship, PED300 Pediatrics Clerkship, TYC300 Third Year Comprehensive Assessment

An elective experience is sometimes "split" by these weeks. Is it okay to split?
No

Available to the following medical students:
3rd Year, 4th Year

Where should students report?
Must get course director’s approval prior to scheduling.
...Strong Sleep Disorders Center 2337 S. Clinton Ave

What time should students report?
8:30

Who should they report to?
Maria Urso, secretary Must Contact Dr. Modrak Before Scheduling

Goal

To develop an understanding of the various sleep disorders and their treatment.

Learning Objectives

By the end of the rotation, the student should be able to:
· Take a comprehensive sleep history.
· Identify patients who likely suffer from a sleep disorder.
· Become cognizant of both the medical and societal cost of various sleep disorders.
· Be able to manage and counsel a patient suffering from obstructive sleep apnea.
· Be able to use behavioral therapy in treating patients suffering from insomnia.
· Be able to describe the normal stages of sleep as well as the physiologic changes that occur during sleep.
· Describe the underlying physiology of obstructive sleep apnea.

Schedule of Activities

Students will rotate at the Strong Sleep Disorders Center of Rochester during their two-week elective. During this time, they will perform the initial evaluation on patients referred to the center. Many of these patients will suffer from obstructive sleep apnea, however, there is also exposure to patients with other sleep abnormalities such as narcolepsy, restless legs syndrome/periodic limb movements during sleep, and REM behavior disorder. Medical students will also rotate in the insomnia clinic, where they will be exposed to behavioral therapy in the treatment of chronic insomnia.
Didactic Activities

Students are expected to read about and discuss the learning objectives with their preceptor during the clinical day. The consults that the medical students are involved in will be discussed on a one-to-one basis and teaching points will be made about each case.

Required Reading

· Current Concepts in Sleep Medicine by Peter Huari
· Principles and practices of Medicine by Kryger, Roth and Dement (selected chapters)
· Various articles from recent literature about sleep disorders
· These booklets will be provided to you at the beginning of your rotation.

Student Evaluations

To receive a grade of pass, students need to actively participate in the assessment and care of patients at the Sleep Disorders Center. They must also demonstrate an understanding of the learning objectives.
MED699 Medical Entrepreneurship

Course Information

Course Director
E. Ray Dorsey M.D., M.B.A.
Contact Person
Dr. Ray Dorsey @ ray.dorsey@ctcc.rochester.edu
Class Year Name
Medical Entrepreneurship
Class Code
MED699
Elective Tags
Teaching
Block Length
1-4 weeks
Students
18
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year, International Visiting
Where should students report?
Students should contact Dr. Dorsey for the location of the initial meeting.
What time should students report?
TBD
Who should they report to?
Dr. Dorsey

Goal

To understand how new ideas in medicine and health care can be transformed into business or practice; educate medical technology innovators how to increase their likelihood of success in identifying important clinical needs, inventing new medical practices, devices and instruments, and transforming these advances into businesses that improve health

Learning Objectives

1. To develop ideas for transforming medicine or health care
2. To understand how those ideas can be translated into a business or practice
3. To create a business plan around an innovative idea with a team of business school and medical students
4. To present that idea and plan to third parties (e.g., venture capitalists, health care leaders) for consideration

Schedule of Activities
The class is designed around innovation teams which should have differing backgrounds to foster the innovation process; therefore, the course will be comprised of students from the medical school and Simon business school. It will be taught by faculty from both schools as well as outside speakers. The first two weeks will be didactics presenting decision frameworks and case studies aimed at developing innovative and disruptive technologies, discussing how those innovations are brought to the market, and the development of a business plan supporting the implementation of these ideas. As part of the course, students from both schools will form mixed teams to develop their own ideas for transforming health care or medicine in the form of a business plan. Those plans will then be presented to an outside panel of ‘Course Fellows’ including venture capitalists, health care leaders, and entrepreneurs for evaluation. Ideally, some of these ideas will be developed further, and eventually adopted.

**Didactic Activities**

The first two weeks will be didactics and case studies enabling innovative teams to help develop their own transformative ideas. During the latter two weeks, students will together in teams developing their ideas into a business plan.

**Required Reading**

Reading materials for the course will be presented on the first day and will be drawn from diverse sources, including case studies and sample business plans.

**Student Evaluations**

To receive a passing grade for this elective, students, working as team with students from multiple disciplines, must develop an idea for improving medicine or health care by developing a business plan suitable for external review.
MHU602 Clinical Ethics

Course Information

Contact Person
Christine Donnelly, 585-275-5800 christine_donnelly@urmc.rochester.edu
Class Year Name
Clinical Ethics
Class Code
MHU602
Elective Tags
Medical Humanities
Block Length
2 weeks
Students
1
An elective experience is sometimes “split” by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year
Where should students report?
Division of Medical Humanities and Bioethics, MRBX Bldg. Room G-11137
What time should students report?
By arrangement with Margie Shaw
Who should they report to?
Margie Shaw

Goal

To learn the aspects of clinical ethics that are essential to good medical and surgical practice.

Learning Objectives

Capabilities the student is expected to acquire in this elective
1. Identify situations/cases in which ethics consultation is appropriate; identify the procedure for requesting an ethics consultation; describe who can request an ethics consultation
2. Demonstrate the process of reviewing the medical record in an ethics consultation; identify the relevant components of the medical record for an ethics consultation
3. Identify the relevant parties to be interviewed for the ethics consultation
4. Demonstrate the process of the ethics interview with patient, family, members of the care team, and others
5. Identify ethical issues presented in clinical cases
6. Recognize the major methodologies for analysis of ethical problems in clinical practice
7. Utilize the major methodologies to analyze clinical cases
8. Distinguish ethical, legal, and clinical issues
9. Analyze the special problems that exist in cases involving difficult and/or non-compliant patients or families
10. Demonstrate familiarity with the relevant bioethics literature, including major journals and books applying ethics to the field of interest of the student
11. Prepare written summaries of ethical issues in clinical cases, including analyses, recommendations, and references to the literature
12. Identify and demonstrate the appropriate mechanisms for follow up in ethics consultation

Schedule of Activities
The schedule of teaching and clinical activities for the Ethics Consultation Service varies. Therefore, the student should arrange by telephone in advance with the course director for the time and place of the first meeting and for each day’s activities.

**Didactic Activities**

The student is expected to be familiar with the learning objectives and requirements before beginning this elective experience. The student will attend all classes and teaching rounds conducted by the course directors. The student will participate in all ethics consultations during the elective experience, including follow up.

**Required Reading**

Students enrolling in this elective should have access to a copy of Resolving Ethical Dilemmas: A Guide for Clinicians (4th Edition) by Bernard Lo, M.D., available in the library or in the Medical Humanities office. Other bioethics literature, including relevant chapters from the Lo text, will be selected according to the cases the student is working on.

**Student Evaluations**

To receive a passing grade for this elective, the student will actively participate in the full activities of the ethics team. The student will contribute to discussions about cases and issues, and will participate in the preparation of written case summaries.
**Course Information**

Contact Person  
Mary Fisher, 275-4659 mary_fisher@urmc.rochester.edu  
Class Year Name  
Clinical Ethics Research  
Class Code  
MHU603  
Elective Tags  
Medical Humanities  
Block Length  
2 weeks  
Students  
2  
An elective experience is sometimes “split” by these weeks. Is it okay to split?  
Yes  
Available to the following medical students:  
3rd Year, 4th Year  
Where should students report?  
Division of Medical Humanities and Bioethics MRBX Bldg., Room G-11128  
What time should students report?  
Schedule with Margie Shaw  
Who should they report to?  
Margie Shaw

**Goal**

This elective includes two options for students interested in pursuing independent research in ethics. The goal of both options is to allow the third or fourth year student to identify an ethics topic of interest and conduct substantive independent research of that topic under the guidance of the ethics faculty.

If the student elects option one, the student will produce a manuscript quality paper with input from faculty. (Examples of previous projects: “Children and the Law: Ethical Issues Surrounding Forensic Evaluations of Children and Using the Child Witness” and “The Ethics of a Faith-Based Free Community Health Clinic.”) This option gives the student the opportunity to identify an ethics topic of interest, critically survey the relevant ethics literature, develop an argument, hypothesis, or position, and develop this into a manuscript quality paper.

If the student elects option two, the student will produce an annotated bibliography on a selected topic. This annotated bibliography will be published on the Division of Medical Humanities and Bioethics webpage. This option gives the student the opportunity to identify an ethics topic of interest, critically survey the relevant ethics literature, summarize the literature in a useful form to facilitate additional learning, and publish this resource on the Division’s webpage.

**Learning Objectives**

The learning objectives include:
1. Acquisition of knowledge about literature in bioethics and the skills to conduct research on ethical issues.
2. Acquisition of knowledge, including self knowledge, about an ethical issue that affects the practice of
3. The ability to provide a framework to the structure the issues in such a way to facilitate ethical decision-making.

Schedule of Activities

The student will identify a topic before beginning the elective (this can be done in email correspondence with the course director). During the elective the student will meet with the course director, by arrangement, to review the progress of the research and writing.

If the student elects to complete option one, the student must submit an outline and at least one draft prior to submission of the final paper. The final paper does not need to be completed within the two week timeframe, but it is expected that the student will complete the majority of work on the paper during the two week timeframe.

If the student elects to complete option two, the student must submit at least one draft of the annotated bibliography before the final project is due. The final bibliography does not need to be completed within the two week timeframe, but it is expected that the student will complete the majority of work during the two week timeframe.

Didactic Activities

The student will conduct library research and write a paper, as described.

Required Reading

To be determined in the course of the research.

Student Evaluations

To recieve a Pass grade, the student must attend all scheduled meetings and complete the project.
MHU604 Palliative Care

Course Information

Course Director
Erin Denney-Koelsch MD
Contact Person
Brenda Herrmann brenda_herrmann@urmc.rochester.edu 585-275-7987
Class Year Name
Palliative Care
Class Code
MHU604
Elective Tags
Inpatient Service
Block Length
2 weeks (exceptions will be considered on a case-by-case basis)
Students
1
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
4th Year
Where should students report?
Prior to elective start date, student will receive an e-mail with their schedule, reporting location, syllabus, etc.
What time should students report?
see above
Who should they report to?
see above

Goal

PLEASE NOTE: THIS ELECTIVE IS AVAILABLE FOR 4th YEAR MEDICAL STUDENTS.

IF YOU ARE A 3rd year medical student wishing to register, we encourage you to contact our office in advance to discuss prerequisites.

Elective Objective is to learn the elements of palliative care which are essential to good medical and surgical practice.

Learning Objectives

Capabilities the student is expected to acquire in this elective:
1. Identify situations / cases in which a palliative care consultation is appropriate; identify the procedure for requesting a palliative care consultation; describe who can request a palliative care consultation.
2. Demonstrate the process of a palliative care consultation, including review of basic medical status, assessment of uncomfortable symptoms, review status of potentially life-prolonging therapies, assess relevant psychosocial and spiritual issues, and identify key palliative care issues.
3. Identify the most common symptoms for which patients with advanced illness, and recognize basic modalities of treatment.
4. Demonstrate the ability to speak honestly and compassionately with dying patients and their families about their illness.
**Schedule of Activities**

Daily rounding with palliative care team, including evaluating new consultations and providing followup.
Weekly attendance at team meeting for case discussion (Wednesdays 7:30-9:00am in the 4-1200 Conference Room)
Weekly meeting with the Palliative care Pharmacist after the Wednesday team meeting to go over cases and questions about medication treatments

Meeting with senior attending every week to go over challenging cases, and to review answers to Palliative Care Workbook.
Weekly attendance at Wednesday noon conference (alternating with palliative care, clinical ethics, Schwartz, medical humanities and spirituality).
Attendance at Medical Grand Rounds (Tuesday mornings 8-9am, class of 62 Aud)

**Didactic Activities**

Attend the weekly Wednesday noon conference (alternating clinical ethics, palliative care, Schwartz Rounds, Medical Humanities, spirituality), Medical Grand Rounds, and Palliative Care Seminar with senior preceptor.

**Required Reading**

Students will receive a copy of the Palliative Care Primer early in the rotation, which they are expected to read, and to complete the associated workbook. There will be one session with a senior palliative care consultant to review the material in the workbook, and to discuss difficult palliative care challenges encountered. Students are expected to read about the palliative care issues encountered by their patients, and to prepare a brief report about a topic of interest by the end of the rotation.

**Student Evaluations**

Students will be evaluated by the palliative care attendings and nurse practitioners with whom they work with.
Course Information

Course Director
Stephanie Louise Brown-Clark M.D., Ph.D.
Contact Person
Mary Fisher, 275-6435 mary_fisher@urmc.rochester.edu
Class Year Name
Independent Creative/Research Projects in Medical Humanities and Bioethics
Class Code
MHU615
Elective Tags
Medical Humanities
Block Length
Students must contact Medical Humanities to identify project and required criteria and then submit as a Special Elective for advisory dean review and approval.
Students
25
An elective experience is sometimes "split" by these weeks. Is it okay to split?
Yes
Available to the following medical students:
3rd Year, 4th Year
Where should students report?
Medical Humanities MRBx ground floor
What time should students report?
TBA with Mary Fisher
Who should they report to?
Margie Shaw or Stephanie Brown Clark

Goal

This elective is intended to give individual students an opportunity to undertake research or creative work on topics in medical humanities and/or ethics under the supervision of an appropriate faculty member from the Division of Medical Humanities. The elective is 2 - 4 weeks in length, and no pre-requisites are needed. (For example, students may develop and edit a research paper on a medical topic informed by philosophy, anthropology, cultural studies, ethics, literature, etc., or develop and organize a possible medical humanities seminar or elective, or complete their project for the Pathway in Medical Humanities/Clinical Ethics.

NOTE: Available throughout most of the academic year by special arrangement with Stephanie Brown Clark (Medical Humanities) or Margie Shaw (Bioethics/Law).

Before the elective can be approved, students should contact either Dr. Brown Clark or Dr. Shaw to discuss their project idea and to identify the most appropriate supervisor. After the project is identified, students must obtain approval of their advisory dean through the drop/add process in MedSIS.

Learning Objectives

1. To research and develop a humanities and/or ethics project (paper, anthology, film, performance, curricular piece) on a topic of particular interest to the individual medical student with oversight by an appropriate supervisor.
2. To create a “product” that will have been useful and important to the student -- ie a paper, a short film, a possible module, elective or seminar (including, learning objectives, speakers, field trips and syllabus etc) for the medical humanities curriculum.

**Schedule of Activities**

**Prior to registering for elective:**

Students identify a mentor and have mentor approve proposal. Students email the following information to Stephanie Brown Clark (Medical Humanities) or Margie Shaw (Bioethics) for approval.

- a project topic
- three learning objectives
- a description of study
- a workplan for the elective

**Post elective:**

- Student submits completed project to mentor
- Mentor give a pass/fail grade

**Didactic Activities**

This is an independent research project for self-directed learners. Students will identify their learning needs and then address them with appropriate resources with the help of their supervisor.

**Required Reading**

As appropriate to the individual project of the student.

**Student Evaluations**

Students must have a “product” at the end of the elective, either as a substantial paper, a film, a possible curricular activity, elective or seminar outline.

Student submits completed project to mentor and mentor gives a pass/fail grade.
**Course Information**

Course Director  
Laurence B. Guttmacher M.D.  
Contact Person  
Mary Fisher (275-6435)  
Class Year Name  
History of Psychiatry  
Class Code  
MHU620  
Elective Tags  
Medical Humanities  
Block Length  
Need Course Director's Approval  
Students  
2  
An elective experience is sometimes "split" by these weeks. Is it okay to split?  
Yes  
Available to the following medical students:  
3rd Year, 4th Year  
Where should students report?  
Contact Dr. Guttmacher  
What time should students report?  
Contact Dr. Guttmacher  
Who should they report to?  
Dr. Guttmacher

**Goal**

The history of medicine, is filled with revealed truths that ultimately proved to be invalid. Students will better understand the social context of our current beliefs and practices, through reviewing historical approaches. This may be either through guided reading or working with primary source material. A written product will emerge at elective end.

Students are to contact Dr. Guttmacher at least two weeks prior to the course.

Content of the elective is subject to negotiation.

**Learning Objectives**

To consider critically a number of key accepted theories and treatments offered in psychiatry, and understand them in their historical context.

To reflect on the ways in which an accepted theory and/or practice may become ultimately discredited as new technology, new scientific or empirical knowledge emerges.

To understand the ways in which diagnosis, treatment, and theories as to underlying causation are often socially and culturally dependent.
To recognize the cyclic features of certain approaches within the field of psychiatry: from categorical to individual diagnosis; from institutionalization to deinstitutionalization of the mad; from mindlessness to brainlessness; from theological to secular understanding of patients.

To learn about the key figures in the history of psychiatry.

To learn about the history of psychiatry in Rochester.

**Schedule of Activities**

This can take two forms, both of which would be subject to negotiation between Dr. Guttmacher and the student:

A. A project with primary research using the rich historical records of the Rochester Psychiatric Center. Since RPC’s history closely parallels that of American institutional psychiatry, exploration of commitment papers, data on admissions and discharges, etc can further our understanding of the history of American psychiatry.

B. A reading elective exploring in depth some aspect of the history of psychiatry.

Dr. Guttmacher will meet at least twice a week with the student engaged in this elective.

In either case, the rotation should lead to a presentation of the work, either to the Corner Society or to RPC and/or a paper.

**Didactic Activities**

See above

**Required Reading**

See above. Dependent on the project.

**Student Evaluations**
Dr. Guttmacher will offer feedback on the final product which emerges from the rotation.
MHU621 Indelible Impressions-African American Experiences and Resilience

**Course Information**

Course Director  
Brenda D. Lee M.Ed.  
Contact Person  
Catrina Rockwell, Catrina_Rockwell@urmc.rochester.edu, 275-2175  
Class Year Name  
Indelible Impressions-African American Experiences and Resilience  
Class Code  
MHU621  
Elective Tags  
Medical Humanities  
Block Length  
4 Sessions (Fridays) Feb 5,12,19 and 26  
Students  
40  
An elective experience is sometimes "split" by these weeks. Is it okay to split?  
No  
Available to the following medical students:  
3rd Year  
Where should students report?  
Adolph Aud. or Case Method Room  
What time should students report?  
12:15 pm and sign the attendance roster  
Who should they report to?  
Dean Brenda Lee or Adrienne Morgan, PhD

**Goal**

Training to prepare students, faculty and staff to have respectful and effective interaction with diverse patients and peers, often focuses on the worldview of others, bias and reaction to difference. While training can enhance the awareness, competence and cultural humility of participants, there is seldom a focus related to preparing and empowering participants to respond when observing, hearing or being on the receiving end of bias.  
The 2016 Indelible Impressions Elective will focus on skills to respond when observing or being on the receiving end of bias. In particular, the participants will explore when and how to respond to protect vulnerable individuals, to redress biased and/or misleading comments and situations especially when there is a power differential.  
To have a common frame of reference, cases and trigger scenarios from experiences of members of the African Diaspora will be presented and discussed. Elective participants will have the opportunity to present personal scenarios for the discussion.  

After participating in the elective students will have a broader appreciation for the unique challenges select members of the African Diaspora in America have experienced and how these challenges may influence health and care delivery.
Learning Objectives

• Recognize how bias has an influence on health and wellness.

• Awareness of personal biases, what underlies personal reactions and how both may influence your care delivery.

• Gain insight regarding the worldview of alleged offenders.

• Increase skills and confidence regarding when and how to respond to protect vulnerable individuals, to redress biased and/or misleading comments and situations especially when there is a power differential.

Schedule of Activities

Elective Requirements

Attend all four sessions – Fridays, February 5, 12, 19 and 26

• Participate in the discussion
• Submit a one page reflection for each session describing insight gained and impact on approach to patients, care delivery and comfort with responding to bias.

Deadlines for submitting the reflection assignments

Week I Monday, February 8, 2016
Week II Monday, February 15, 2016
Week III Monday, February 22, 2016
Week IV Monday, February 29, 2016

E-mail reflection assignments to: brenda_lee@urmc.rochester.edu

Didactic Activities

Update Pending

Required Reading
No supplementary reading will be assigned

**Student Evaluations**

- **Years III and IV students** – will receive one week of elective credit for completing the seminar.
MHU625 Abortion and the Law: A Reading Elective

Course Information

Contact Person
Mary Fisher 275-6435 mary_fisher@urmc.rochester.edu
Class Year Name
Abortion and the Law: A Reading Elective
Class Code
MHU625
Elective Tags
Medical Humanities
Block Length
2 weeks
Students
12
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year
Where should students report?
TBD
What time should students report?
TBD
Who should they report to?
TBD

Goal

This reading elective is designed to allow students the opportunity to study and reflect on abortion and the law. The goal is to equip students with the knowledge necessary to provide local, state, and national leadership in reproductive health. While the material is heavily weighted toward the historical and the legal, the discussions will apply the concepts to current issues in the practice of medicine.

Learning Objectives

By the end of the elective the student should be able to:
1. Articulate an understanding of the evolution of the relationship between the medical profession, abortion, and the law.
2. Identify ethical issues around termination of pregnancy and discuss the impact of these issues on individuals and society as a whole.
3. Incorporate the reflections and insights of selected works of literature into the student's own personal experiences as a physician-in-training.
4. Integrate the reading of non-medical literature into their medical education.

Schedule of Activities

Discussion sessions will meet during the two week block of February 29 through March 10, 2016. To prepare for the discussion session, it is recommended that student reread their written assignments about the material and come prepared to discuss. All students are expected to bring paper or electronic versions of the text to refer to in the discussions. You may be asked to support your comments or criticisms of the books by referring to specific passages.
**Didactic Activities**

This reading elective will be held in the two week block of February 29 through March 10, 2016. Students must read all required texts and post written assignments on Blackboard by February 15, 2016. Students are required to attend and actively participate in the discussion sessions held February 29 through March 10, 2016.

There are three written assignments for this reading elective: one on the cases, one on the non-fiction, and one on the fiction.

For the written assignment on the legal cases, Dr. Shaw will post a list of questions to Blackboard for students to answer.

For the written assignment in the fiction and non-fiction categories, you may either:
1) identify a short passage (one paragraph to one page in length) that reminds you of a personal or professional experience. Explain why you choose the particular passage; describe the experience; explain the relationship; and any insight the passage provides on your experience. Be prepared to discuss with your classmates and refer to the language in the text to support your reasoning. If you choose to write about a personal experience, you can decide whether or not to share that with the class. If you are not prepared to share your reflection with the class, please let me know in your written assignment.
2) identify a short passage (one paragraph to one page in length) that you thought was worth re-reading--maybe it was confusing or disturbing or powerful or central to the meaning of the story for you. Explain why you choose it. As part of your answer, please provide some specific phrases or images or descriptions that are used in the passage. The words themselves are the “evidence”.

**Required Reading**

Legal cases and excerpts are posted on Blackboard. You will need to purchase or borrow the two books.

Legal cases
This resource is not required, but is provided to help if you have not previously read legal opinions:

Non-Fiction
Our Bodies Our Selves, the chapter on abortion from three different editions. The first edition is called “Women and Their Bodies” (1970, 1984, 2011).

Fiction:
Student Evaluations

Students will receive a passing grade upon completion of the required posted reflections and active participation in all discussion group meetings.
**Course Information**

Contact Person
Mary Fisher 275-6435 mary_fisher@urmc.rochester.edu
Class Year Name
The Impact of Prescription Opioids in America
Class Code
MHU628
Elective Tags
Medical Humanities
Block Length
2 wks
Students
12
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year
Where should students report?
TBD
What time should students report?
TBD
Who should they report to?
TBD

**Goal**

The ultimate goal of this elective course is to provide future physicians with the space to negotiate the question of how to prescribe opioids so to maximize benefit and minimize harm. The course is designed to provide a platform to discuss the history of opioid prescribing in the United States, the consequences of opioid misuse and abuse and effective responses to this important public health issue.

**Learning Objectives**

1. Understand the history of opioid prescribing in the United States and how it has evolved over the past several decades.
2. Become more familiar with the individual and societal consequences of prescription opioid misuse and abuse in the United States and effective responses to this public health issue to date.
3. Gain an appreciation for the complexity of treating chronic non-cancer pain and approaches to optimizing care for this cohort of patients.
4. Reflect on your personal response towards patients with chronic non-cancer pain requesting prescription opioids and how this may impact patient care and recovery.

**Schedule of Activities**

Students will meet each morning with Dr. Margie Shaw and Liz Kistler. Morning activities will vary and include a combination of didactic sessions and small group discussions. Afternoons will be used for reading and research related to the elective course. A more detailed schedule of activities will be made available to the
students closer to the start-date.

Didactic Activities

Students will be expected to attend lectures by course leaders and experts in the field of pain management. Students will be expected to complete assigned reading and come prepared to participate in discussion. As a final assignment, each student will be expected to prepare a "talk" on a course related topic of his or her choosing. These "talks" are meant to model the popular TED talk format and only need to be 5-10 minutes in length.

Required Reading

Electronic copies of all required reading will be provided to the student 1 week prior to the start of the course.

Student Evaluations

To earn a grade of pass, the student must attend all five morning sessions, actively participate in discussion and complete a final assignment.
MSK600 Orthopaedic/Musculoskeletal Outpatient Elective

Course Information

Course Director
Benedict F. DiGiovanni M.D.
Contact Person
Bonnie Schuster 585-275-5168 Bonnie_Schuster@urmc.rochester.edu
Class Year Name
Orthopaedic/Musculoskeletal Outpatient Elective
Class Code
MSK600
Elective Tags
Patient Care
Block Length
2 weeks
Students
2
An elective experience is sometimes “split” by these weeks. Is it okay to split?
No
Available to the following medical students:
2nd Year, 3rd Year, 4th Year
Where should students report?
Room G5510
What time should students report?
8am
Who should they report to?
Bonnie Schuster

Goal

To provide an overview of musculoskeletal medicine in an outpatient setting and to become familiar with diagnosis and treatment of common Orthopaedic problems.

Learning Objectives

By the end of the rotation the student should be able to:
- Become familiar with the fundamentals of taking an accurate history from patients with musculoskeletal problems.
- Learn basic physical examination of the musculoskeletal system.
- Become familiar with the vocabulary of fractures and to be able to describe clinical and x-ray findings.
- Apply splinting and casting techniques.
- Learn situations where an Orthopaedics consultation is necessary.
- Understand when surgical intervention is in the patient’s best interest and when it is not and that different treatment methods can be appropriate for the same conditions in different patients.
- Become aware and evaluate the functional outcomes possible with modern techniques in trauma and reconstructive surgery.
- Assess the functional demands of the amateur and higher level athlete including their rehabilitation.

Schedule of Activities

Students are assigned to one on one preceptors in the Westfall Building D Musculoskeletal unit with a balanced exposure to subspecialty service from 8:00 AM to 5:00 PM on weekdays. Students will be assigned to the
Emergency Room one evening/week as part of their regular schedule to work with the Orthopaedic Resident in active care and procedural skills.

**Didactic Activities**

- Daily morning conference schedules are posted outside the Plato Schwartz Library.
- Grand Rounds held every first Thursday at 7:00 a.m. and is required.
- Daily fracture rounds, presentations of the previous day’s Emergency Room fractures, at 7:15 AM (except Thursdays) is also required.
  - **Attendance at resident conferences at 6:30 AM is required.** Attendance at Monday Trauma conference at 6:30 AM is required. Other attendance depends on topics. This will be discussed at the start of the rotation.
- Three Core textbooks are loaned to students, serve as reading reference for various musculoskeletal disorders encountered during elective.
  - The musculoskeletal pathophysiology of patients in the out patient Musculoskeletal Building will be used to its fullest emphasizing positive physical findings in the musculoskeletal system.
- Students will have the opportunity to independently obtain histories, examine and present patients for review to their preceptor.
- Injecting and aspirating of joints will be demonstrated including best techniques and approaches. Individual discussion with the preceptor will focus on differential diagnosis, assessment and evaluation, cost effective workup and treatment options, and coordination of the patient's overall care with primary care physician.

**Required Reading**

Students are strongly encouraged to read and refer to the 3 Core Textbooks loaned to them:

- Hoppenfeld's text titled Physical Examination of the Spine and Extremities
- Bernstein's textbook titled Musculoskeletal Medicine
- American Academy of Orthopaedic Surgeons textbook titled Essentials of Musculoskeletal Care

Students are welcome to browse amongst the collection of the Plato Schwartz Library as well.

**Student Evaluations**

Evaluations of students will be based on their performance with emphasis upon interests, conscientiousness, interpersonal skills with patients and mentors, and presentation of patients.
Course Information

Course Director
Benedict F. DiGiovanni M.D.
Contact Person
Bonnie Schuster bonnie_schuster@urmc.rochester.edu 585-275-5168
Class Year Name
Orthopaedic Surgery Externship
Class Code
MSK601
Elective Tags
Consultation Service, Inpatient Service, Outpatient Service, Patient Care, Teaching
Block Length
4 weeks
Students
6
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
4th Year, Visiting
Where should students report?
G5527 Plato Schwartz Library in Orthopaedics
What time should students report?
6:30AM
Who should they report to?
Assigned Resident Team

Goal

To provide an overview of Orthopaedic surgery on an active inpatient services including pre and postoperative evaluation and exposure to outpatient care of the musculoskeletal system.

Learning Objectives

By the end of the rotation the student should be able to:
- Provide an overview in the field of Orthopaedic surgery and its division, i.e. Adult Reconstructive, Hand, Spine, Sports Medicine, Pediatrics, Tumor, Trauma, and Foot and Ankle.
- Learn to reduce common fractures and principals of casting and fracture care.
- Become familiar with the fundamentals of taking an accurate history from patients with musculoskeletal problems.
- Become familiar with the vocabulary of fractures and to be able to describe clinical and x-ray findings.
- Learn basic physical examination of the musculoskeletal system.
- Assist in the Operating Room and become familiar with the objectives of modern techniques in trauma and reconstructive surgery.
- Assist in the care of athletes and assist in interventions that restore their functional return to activity. This includes their rehabilitation.

Schedule of Activities

Students are assigned to be part of the team of an inpatient service in Orthopaedics. Rotations are usually 2 weeks long and the student is part of the team. Students are expected to be present for all morning
conferences as posted outside the Plato Schwartz Library. Students will be expected to participate in all aspects of Orthopaedic care of patients on their service. This will include preoperative, intraoperative and postoperative care. They are encouraged to also participate in the orthopaedic care of ambulatory patients by their presence with residents and preceptors in the Westfall Road Musculoskeletal Unit. Assignments to specific subspecialty teams is done by the course director, Dr DiGiovanni. Preferences noted in advance will be given consideration but not guaranteed. There will be emergency orthopeadics care with night coverage assigned, about once/week.

**Didactic Activities**

- Daily morning conference schedules are posted outside the Plato Schwartz Library. Attendance is required.
- Grand rounds are held the first Thursday of each month at 7:00 AM.
- Daily fracture rounds or presentation of the previous day's Emergency Room cases take place at 7:15 AM Monday thru Friday, except Thursday as posted.
- Students will be expected to read and present information on the basic pathophysiology of orthopaedic illnesses that they encounter in the Operating Room and on their inpatients. Physical exams and physical findings of orthopaedic conditions will be emphasized.

- Three Core textbooks are available to students, serve as reading reference for various musculoskeletal disorders encountered during elective.

**Required Reading**

Students are welcome to browse amongst the collection of the Plato Schwartz Library.

**Student Evaluations**

Evaluations of students will be based on their performance with emphasis upon interests, conscientiousness, interpersonal skills with patients and mentors, and presentation of patients.
**Course Information**

Course Director  
Barbara Jean Davis Ph.D.  
Contact Person  
Barbara Davis x3-4862 Barbara_Davis@urmc.rochester.edu  
Class Year Name  
Teaching Tutorial and Review in Human Structure  
Class Code  
NAN601  
Elective Tags  
Teaching  
Block Length  
1-2 weeks  
Students  
10  

An elective experience is sometimes "split" by these weeks. Is it okay to split?  
Yes  
Available to the following medical students:  
3rd Year, 4th Year  
Where should students report?  
1-9576 at 8 AM on the morning of the first day of the elective.  
What time should students report?  
8:00 a.m.  
Who should they report to?  
Barbara Davis

**Goal**

Provide lab instruction, participate in small-group teaching, attend lectures and staff meetings, and assist in preparing and grading examinations in our first year Human Structure and Function course. This elective is designed for students who wish to review their anatomy, histology and physiology, or for students who wish to gain teaching experience in anticipation of an academic career.

**PREREQUISITE:** Ranked in the top 80% of HSF.

**Learning Objectives**

By the end of the rotation the student should be able to:

· Assist students in identifying key anatomical structures as pointed out in the anatomy dissector.

· Assist students in identifying histologic structures as pointed out in the histology lab manual.

· Help students with dissection in the anatomy lab and prepare prospected specimens for student study.

· Assist students in identifying key histologic features on digitized images.
· Share with students the clinical relevance and applied importance of key histological, anatomical, and physiological concepts.

· Tutor students outside of formal class periods who need additional help learning human structure and function.

· Serve as an effective tutor in small group activities (PBL, problem sets, physiology lab exercises).

**Schedule of Activities**

Attend all class sessions according to the following class schedule: Mon. - Fri., 8-12 and Monday or Friday, 1-4 as scheduled. Outside tutoring of students may be required. Additional afternoon sessions to give reviews may be required.

**Didactic Activities**

Students are expected to read the Anatomy Dissector (copy provided), review in an Anatomy Atlas the material to be covered prior to each day’s dissection, review Histology exercises related to lab, and review Physiology material relevant to physiology exercises. Students also attend all Human and Structure Function lectures. During examination periods, the students will help the teaching faculty set up laboratory examinations, and proctor the examinations.

**Required Reading**

Relevant dissection instructions in the Dissector (provided), appropriate lab exercises in the histology manual (provided) and appropriate chapters in an Anatomy, Histology and Physiology textbook (texts you use in the course or one on open reserve in the Miner Library).

**Student Evaluations**

To receive a grade of Pass, students must attend all required lectures and lab sessions, and come prepared to assist students with their laboratories and their learning of human structure and function. When appropriate, tutor students outside of scheduled class periods, prepare prosection material, and assist the faculty in setting up lab practical exams.
Course Information

Contact Person
Joel Pasternack, M.D., Ph.D. (joel_pasternack@urmc.rochester.edu) Julie Pasternack, M.D. (julie_pasternack@urmc.rochester.edu)
Class Year Name
Medical Procedures in Anatomy Lab
Class Code
NAN604
Elective Tags
Research-Basic science
Block Length
1 week
Students
8
Prerequisites
(ALL) MED300 Medicine Clerkship, SUR300 Surgery Clerkship
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year
Where should students report?
Fifth floor Anatomy Lab
What time should students report?
Monday at 9:00 a.m.
Who should they report to?
Dr. Pasternack

Goal

Revisit human anatomy as it relates to successfully and safely performing medical procedures.

Learning Objectives

The student should be able to perform a variety of medical procedures on the lightly embalmed cadaver model. The student should learn to use the equipment necessary to safely and effectively perform the procedure.

Specifically the student should learn to do:
1. Endotracheal intubation
2. Cricothyroidotomy
3. Tracheostomy
4. Chest tube placement
5. Central Venous line placement – internal jugular, subclavian, femoral
6. Joint aspirations: hip, knee, ankle, shoulder, elbow, wrist, great toe mtp
7. Anesthetic nerve block placement– face, wrist, fingers, ankle, toes, femoral
8. Lumbar puncture
9. Assessment of traumatic laceration using topographical anatomic anticipation
10. Exploration of extremity lacerations, identification and repair of injured structures

In addition, students who are planning a residency in a surgical specialty will have an opportunity to do procedures related to their area of interest. Prior discussion with Course Director advised to optimize
Schedule of Activities

This is a week long cadaver laboratory elective.

Course begins Monday morning at 9 am and will start with Central Lines and Joint aspirations as these procedures use the ultrasound which is best done prior to any incisions. By the end of the second day we will have addressed procedures 1-8 above. The rest of the week will be devoted to specific procedures determined by student interest.

Note: in this elective the students will suture closed the wounds created for procedures or dissections.

Didactic Activities

At the end of the week, each student will give brief presentation (15 minutes) on a specific procedure describing the indications, the relevant anatomy, and the technique.

Required Reading

Recommended textbooks:
Roberts and Hedges' Clinical Procedures in Emergency Medicine
Essential Anatomy Dissector (by J.T. Hansen)
Clinically Oriented Anatomy (by K.L. Moore & A.F. Dalley)
Atlas of Human Anatomy (by F.H. Netter)
Surgical Exposures in Orthopedics –the anatomic approach (by S. Hoppenfeld, & P. deBoer)

Student Evaluations

Students will be evaluated based on their demonstrated ability to do the procedure and explain the relevant anatomy.
NEU610 Ambulatory Neurology

Course Information

Contact Person
Lorie Wolfanger, 275-6380 lorie_wolfanger@urmc.rochester.edu
Class Year Name
Ambulatory Neurology
Class Code
NEU610
Elective Tags
Outpatient Service, Patient Care
Block Length
2 weeks - Must get prior approval before scheduling
Students
1
Prerequisites
NEU300 Neurology Clerkship
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year
Where should students report?
Students will receive schedule detailing where and when to report on the first day.
What time should students report?
Per schedule.
Who should they report to?
Per schedule

Goal

To learn how to evaluate and treat neurological disorders seen in an outpatient neurology practice.

This elective is offered on a very limited basis and is reserved for students seriously considering a career in neurology. Prior approval from the course director is required before scheduling this elective.

Learning Objectives

To learn how to evaluate and treat common neurological outpatient problems, including headache, dizziness, back and neck pain, and peripheral nerve disorders.

To learn how to evaluate and treat some of the disorders seen in a subspecialty neurology outpatient clinic, including epilepsy, multiple sclerosis, neuromuscular disorders including muscular dystrophy, peripheral neuropathies and amyotrophic lateral sclerosis; movement disorders, including Parkinson's disease, Huntington's disease, and Tourette's syndrome; and Alzheimer's disease and other dementias.

Schedule of Activities

The student will spend each day in one of the subspecialty neurology outpatient clinics, with exposure to epilepsy, stroke, neuromuscular diseases, multiple sclerosis and movement disorders.
**Didactic Activities**

- Morning Report on Monday, Tuesday and Wednesday mornings.
- Neuroradiology/Neurosurgery conference on Thursday mornings.
- Noon clinical conferences.
- Neurology Grand Rounds on Friday mornings.

**Required Reading**


**Student Evaluations**

The Neurology Clerkship grading committee reviews the narrative evaluations for each student and assigns a consensus grade.

Each student will receive a letter containing a summary of his/her narrative evaluations and the final grade in the neurology elective approximately six weeks following completion of the Neurology experience.
Course Information

Course Director
Ralph Francis Jozefowicz M.D.

Contact Person
Lorie Wolfanger, 275-6380 lorie_wolfanger@urmc.rochester.edu

Class Year Name
General Neurology Consultation Service

Class Code
NEU612

Elective Tags
Consultation Service, Teaching

Block Length
2 weeks

Students
2

Prerequisites
NEU300 Neurology Clerkship

An elective experience is sometimes "split" by these weeks. Is it okay to split?
No

Available to the following medical students:
3rd Year, 4th Year, International Visiting, Visiting

Where should students report?
Student will attend Morning Report in Room 5-5220 (Garvey Room) on the first day.

What time should students report?
7:30 am

Who should they report to?
Resident they are assigned to

Goal

To learn the principles and skills underlying the recognition and management of neurologic diseases a general medical practitioner is most likely to encounter in practice.

Learning Objectives

1. To develop skills in obtaining complete neurological histories, in performing accurate neurological examinations, and in selecting appropriate therapies on a general neurology consultation service in a tertiary referral center.
2. To gain in-depth knowledge of major categories of neurological disease, with special emphasis on stroke, epilepsy, coma and mental status changes, movement disorders, neuromuscular disorders, demyelinating disorders, infections of the nervous system, tumors of the nervous system, head trauma and dementia.
3. To gain experience in the appropriate ordering and interpretation of neurodiagnostic tests, including head and spine CT and MR scans, EEG, Evoked Potential Testing, Neurovascular testing, and EMG and nerve conduction studies.
4. To develop and improve written and oral communication skills.

Schedule of Activities

The General Neurology Consultation Service provides neurology consultations to the medical and surgical

services, emergency room and intensive care units. The service consists of a neurology Attending, a neurology PGY-3 and a medical student.

Each student will evaluate, present and write-up approximately one new patient per day and will be responsible for following his/her patients during hospitalization. The student is encouraged to take Evening Call once or twice with his or her resident until 9:00 PM. Students are expected to attend either Saturday or Sunday morning rounds. The remainder of the weekend is free.

The student on the neurology consultation service will be responsible for obtaining a complete history, performing a complete general and neurological examination, generating a differential diagnosis and formulating a plan of treatment for all patients that are assigned to him/her. He/she will be responsible for presenting each assigned patient as needed on rounds, and for completing the work-up on the same day that the patient is evaluated.

The student will work as a member of the team to which he/she is assigned, and will participate in all work rounds, attending rounds, and resident conferences.

The student is responsible for reviewing all laboratory studies obtained on his/her patients, including CT and MR scans, EEGs, EMGs, evoked potentials, and lumbar punctures.

**Didactic Activities**

Attend morning report, work rounds, attending rounds and noon conferences.

**Required Reading**


**Student Evaluations**

The final grade in the General Neurology Consultation Service is based on the narrative evaluations of clinical performance by faculty and residents. Each neurology attending and neurology resident who has had at least one week of contact time with the student is asked to complete a narrative evaluation form on-line. Evaluators are specifically asked to comment on the academic performance, clinical performance, and personal and professional qualities of the student.

The Neurology Clerkship grading committee reviews the narrative evaluations for each student and assigns a consensus grade.

Each student will receive a letter containing a summary of his/her narrative evaluations and the final grade in the neurology elective approximately six weeks following completion of the General Neurology Consultation Service.
Course Information

Course Director
Jonathan W. Mink M.D., Ph.D.
Contact Person
Lorie Wolfanger 275-6380 lorie_wolfanger@urmc.rochester.edu
Class Year Name
Pediatric Neurology
Class Code
NEU615
Elective Tags
Consultation Service, Inpatient Service, Outpatient Service, Teaching
Block Length
2 weeks
Students
2
Prerequisites
NEU300 Neurology Clerkship
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year, International Visiting, Visiting
Where should students report?
Student will receive schedule detailing where and when to report at least one week prior to starting.
What time should students report?
see above
Who should they report to?
see above

Goal

To become familiar with the important characteristics of the neurological history and examination in children of various ages.

Learning Objectives

1. To perfect the student's history-taking skills and neurologic exam in infants and children.
2. To learn the interrelationship of abnormalities of the nervous system with normal growth and development of the nervous system.
3. To provide the student with an exposure to and a forum for discussion of a wide variety of neurologic problems in pediatric patients.
4. To develop and improve written and oral communication skills.

Schedule of Activities

Students will be assigned to the inpatient and/or outpatient child neurology services for 2-4 weeks. Assignment will be based on several factors including, but not limited to, student preference, number of students, and whether the student has already spent time on the child neurology service during the MBB II clerkship.

INPATIENT CHILD NEUROLOGY
While on the inpatient service, the student will work up at least three new inpatients or consultations per week. This will include a detailed neurologic history, examination, formulation of the case, and discussion of the problem, and will be done with guidance from the neurology resident on service. Patients will be presented to the neurology attending on rounds.

The student is expected to learn to make anatomical-physiological-pathological-biochemical formulations and correlations on each case evaluated. He/she is encouraged to ask questions regarding the patients he/she is involved with during rounds to both the neurology resident and the attending. The student may be asked to prepare and present a patient at the weekly Pediatric Neurology Conference.

OUTPATIENT CHILD NEUROLOGY

On the first day of the rotation, the student will meet briefly with Magda Ramzy in room 5-5511 (phone 5-4783) to review the clinic schedule for the week. The child neurology clinics meet on the 6th floor of the Ambulatory Care Facility with other pediatric specialties.

While on the outpatient service, the student will attend all of the outpatient child neurology clinics. The clinics meet Monday - Thursday from 8:30 or 9:00 am to 12:00 noon and from 1:00 - 5:00 pm. There is no clinic on Friday mornings due to Neurology Grand Rounds. Friday afternoon clinics are scheduled to see urgent patients as needed. The student will obtain the history and examine at least one new patient each clinic session. In addition, he/she will see a number of patients for follow-up visits. All patients will be reviewed with an attending child neurologist. The student may be asked to write up a discussion on the case.

The student is expected to learn to make anatomical-physiological-pathological-biochemical formulations and correlations on each case evaluated.

Didactic Activities

While on the inpatient service, the student will participate in the various teaching conferences of the Department of Neurology at Strong Memorial Hospital, including daily work rounds with the residents. While on the outpatient service, students will participate in select conferences, including morning report, noon conferences, the weekly Child Neurology conference, and Neurology Grand Rounds.

Required Reading

Student Evaluations

The final grade in the Pediatric Neurology Service is based on the narrative evaluations of clinical performance by faculty and residents. Each neurology attending and neurology resident who has had at least one week of contact time with the student is asked to complete a narrative evaluation form. Evaluators are specifically asked to comment on the academic performance, clinical performance, and personal and professional qualities of the student.

The Neurology Clerkship grading committee reviews the narrative evaluations for each student and assigns a consensus grade.

Each student will receive a letter containing a summary of his/her narrative evaluations and the final grade in the neurology elective approximately one month following completion of the Pediatric Neurology Service.
Course Information

Contact Person
Lorie Wolfanger 5-6380 lorie_wolfanger@urmc.rochester.edu
Class Year Name
Neuro-Oncology Elective
Class Code
NEU617
Elective Tags
Consultation Service, Patient Care
Block Length
2-4 wks - Must get prior approval before scheduling
Students
1
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
2nd Year, 3rd Year, 4th Year, International Visiting, Visiting
Where should students report?
Wilmot Cancer Ctr, Room 2-0767
What time should students report?
8:30 AM
Who should they report to?
Nimish Mohile, M.D.

Goal

To learn the principles and skills underlying the recognition and multi-disciplinary management of adult and pediatric brain tumors, central nervous system metastases and neurologic complications of cancer.

Learning Objectives

1. To gain in-depth knowledge about the etiology, pathogenesis, and management of primary and secondary adult and pediatric brain tumors.
2. To gain exposure to the multidisciplinary tools used in the assessment and treatment of brain tumors including neurosurgical procedures, radiation treatment techniques and neuropathologic evaluation of surgical specimens.
3. To gain experience in recognizing, evaluating and treating neurologic complications of cancer.
4. To develop communication skills with a focus on discussing prognosis, treatment options and experimental therapies with cancer patients.

Schedule of Activities

Outpatient Activities
Each student is assigned to 5 half-days of outpatient clinic. The student will see new patients as well as selected follow-up patients. They will be responsible for evaluating, presenting and writing notes on the outpatients that they see. The student will present new brain tumor patients to the relevant multi-disciplinary brain tumor conference. During the Adult brain tumor clinic, the student will have an opportunity to interact with and see patients with neurosurgery, radiation oncology and the brain tumor social worker.
Inpatient Activities
The student will have the opportunity to see inpatient consultations on patients with newly diagnosed brain tumors or hospitalized cancer patients with new neurologic symptoms. The student will be responsible for evaluating, presenting and writing notes on these patients. They will continue to follow the patient as long as they need active neuro-oncologic care.

Didactic Activities
Students will participate in the three cancer management conferences to gain exposure to multi-disciplinary management and discussions of cancer patients: lymphoma, adult brain tumor and pediatric brain tumor. The student will also have the option to attend neurology grand rounds and cancer center grand rounds if they do not conflict with a longitudinal activity related to an assigned patient. The student will meet with the elective director at the beginning of the rotation and will be provided with seminal articles and reviews in neuro-oncology. The student will be responsible for reading these and they will be discussed with one of the faculty members at the weekly elective meeting. At the final weekly elective meeting, the student will meet with Dr. Mohile and Dr. Korones and will be prepared to briefly present and discuss their assigned longitudinal patients.

Required Reading
Intracranial Tumors: Diagnosis and Management. DeAngelis et al., 2002


Student Evaluations
The final grade in the neuro-oncology elective is based on the narrative evaluations of clinical performance by faculty and residents. Each faculty member who has had substantive contact time with the student is asked to complete a narrative evaluation form on-line. Evaluators are specifically asked to comment on the academic performance, clinical performance, and personal and professional qualities of the student.

An evaluation committee consisting of Drs. Mohile and Korones reviews the narrative evaluations for each student and assigns a consensus grade.
Course Information

Course Director
Ralph Francis Jozefowicz M.D.
Contact Person
Lorie Wolfanger 5-6380 lorie_wolfanger@urmc.rochester.edu
Class Year Name
Stroke Consultation Service Elective
Class Code
NEU618
Elective Tags
Consultation Service
Block Length
2-4 weeks
Students
2
Prerequisites
NEU300 Neurology Clerkship
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year
Where should students report?
Students will receive schedule detailing where and when to report on the first day.
What time should students report?
Per schedule.
Who should they report to?
Per schedule.

Goal

To learn the principles and skills underlying the recognition and multi-disciplinary management of cerebrovascular disease.

Learning Objectives

1. To recognize the signs and symptoms of acute ischemic stroke.
2. To utilize current treatment guidelines for ischemic stroke, especially concerning blood pressure management, anticoagulation, and use of thrombolytic therapy.
3. To identify common risk factors for stroke.
4. To utilize current recommendations for the use of anti-platelet agents and oral anti-coagulants in stroke prevention.
5. To utilize strategies for preventing and treating increased intracranial pressure.
6. To perform and record the National Institutes of Health Stroke Scale.

Schedule of Activities
The acute stroke service provides consultations for patients suspected of having an acute stroke, TIA, intracerebral hemorrhage or subarachnoid hemorrhage. The service consists of a neurology attending, a neurology PGY-3, a PM&R PGY-1, and a medical student. Each medical student will evaluate, present and write-up approximately one new patient per day and will be responsible for following his/her patients during hospitalization. Each student will also take Evening Call with the neurology resident once or twice per week until 9:00 PM. Students are expected to attend either Saturday or Sunday morning rounds. The remainder of the weekend is free. The student will be responsible for obtaining a complete history, performing a complete general and neurological examination, generating a differential diagnosis and formulating a plan of treatment for all patients that are assigned to him/her. He/she will be responsible for presenting each assigned patient as needed on rounds, and for completing the work-up on the same day that the patient is evaluated. The student is responsible for reviewing all laboratory studies obtained on his/her patients, including CT and MR scans, EEGs, EMGs, evoked potentials, and lumbar punctures.

**Didactic Activities**

Attend morning report, work rounds, attending rounds and noon conferences.

**Required Reading**


**Student Evaluations**

The Neurology Clerkship grading committee reviews the narrative evaluations for each student and assigns a consensus grade. Each student will receive a letter containing a summary of his/her narrative evaluations and the final grade in the neurology elective approximately six weeks following completion of the Neurology experience.
Course Information

Course Director
Ralph Francis Jozefowicz M.D.
Contact Person

Class Year Name
Neurology Inpatient Service
Class Code
NEU619
Elective Tags
Consultation Service, Teaching
Block Length
2 weeks
Students
2

An elective experience is sometimes "split" by these weeks. Is it okay to split?
No

Available to the following medical students:
3rd Year, 4th Year, International Visiting, Visiting

Where should students report?

What time should students report?

Who should they report to?
**Course Information**

Course Director
Ralph Francis Jozefowicz M.D.

Contact Person

Class Year Name
Highland Neurology Consultation Service

Class Code
NEU620

Elective Tags
Consultation Service, Teaching

Block Length
2 wks

Students
1

An elective experience is sometimes "split" by these weeks. Is it okay to split?
No

Available to the following medical students:
3rd Year, 4th Year, International Visiting, Visiting

Where should students report?

What time should students report?

Who should they report to?
Course Information

Course Director
Debra E. Roberts M.D., Ph.D.
Contact Person
Pamela Marks pamela_marks@urmc.rochester.edu
Class Year Name
NeuroMedicine ICU
Class Code
NEU621
Elective Tags
Inpatient Service
Block Length
4 weeks
Students
1
An elective experience is sometimes “split” by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year
Where should students report?
Directly to unit 8-1200 and ask for the APP.
What time should students report?
8am
Who should they report to?
APP

Goal

• To learn how to manage the post-operative care of neurosurgery patients, such as ICP management, SAH/ICH management, and tumor removal.
• To be exposed to neurological diseases that requires intensive care treatment such as acute neuromuscular diseases and seizure disorders.
• To learn to care for patients with other organ support devices such as ventilator management and CRRT.
• To learn how to identify and treat infections in neurologically ill patients.
• To learn how to manage common critical care problems such as, but is not limited to, acute coronary syndrome, shock, sepsis, arrhythmias, ARDS, and AKI.
• To learn how to work in a unit with a multidisciplinary provider model including critical care Nurse Practitioners (NP), Physician Assistants (PA), residents from neurology, neurosurgery, and ENT, and critical care fellow’s from Anesthesiology, Neurology, Emergency Medicine and Internal Medicine.

Learning Objectives

The Medical student on the NeuroMedicine ICU service will be assigned patients to admit, evaluate, and present at morning rounds. All evaluation and procedures on patients may be done by the student under appropriate supervision by the resident and/or Fellow.

Schedule of Activities

Daily rounds will begin on the Neuro ICU beginning at 8:00am and will end around 12:30pm. Evening work rounds begin at about 5pm.
**Didactic Activities**

Informal teaching sessions are part of rounds by attending/fellow or selected personnel.

**Required Reading**

None required prior to the rotation.

**Student Evaluations**

Students performance will be graded by: (I) their participation in rounds and ability to complete a coherent admission notes and daily progress notes in a timely basis; (ii) direct observation of their clinical skills including history taking and physical exam; and (iii) effectiveness as a team player.
Course Information

Contact Person
Chris Glantz, x56036, chris_glantz@urmc.rochester.edu
Class Year Name
Ambulatory Ob-Gyn
Class Code
OBG605
Elective Tags
Outpatient Service, Patient Care
Block Length
4 weeks
Students
1
Prerequisites
(ALL) MED300 Medicine Clerkship, OBG300 Obstetrics and Gynecology Clerkship
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
4th Year, International Visiting, Visiting
Where should students report?
2-3292
What time should students report?
8:00am
Who should they report to?
Dr. Glantz

Goal

The goal is to provide students with a variety of experiences in outpatient obstetrics and gynecology.

Learning Objectives

1. Gain experience in performing pelvic examinations
2. Develop proficiency assessing pregnant women (high and low risk prenatal care)
3. Improve skill in triage and management of abnormal pap smears
4. Participate in the evaluation and management of women with urogynecologic conditions
5. Interpret basic obstetrical and gynecologic ultrasounds
6. Develop diagnostic and management skills for common gynecologic problems
7. Learn to evaluate and care for women with family planning needs

Schedule of Activities

Students on this rotation work with General OB-GYN, Family Planning, Urogynecology, and MFM faculty as well as OB-GYN Ambulatory Chief Resident. The clinical experience is divided between outpatient gynecology, urogynecology, family planning, high-risk obstetrics, and OB-GYN ultrasound experiences, usually encompassing the hours of 8:00 AM to 5:00 PM. Outpatient sites are the Lattimore Building and at the Red Creek offices.
Didactic Activities

There are various educational conferences on Thursday mornings (grand rounds, OBGYN morbidity and mortality, resident lectures, etc.) that the student attends. I (or Dr. Nicandri) meet with students weekly to discuss a variety of topics relevant to OBGYN.

Required Reading

There is no required reading per se, but familiarity with either Williams or Gabbe's Obstetrics, and Droegemueller's Gynecology is expected.

Student Evaluations

Evaluations are based on assessments from the faculty and residents. Important elements are enthusiasm & interest, willingness & availability to actively participate in patient care, and evidence of active learning through reading and discussion with faculty.
**Course Information**

Contact Person  
Deborah Bray 442-8020 125 Lattimore Road, Suite 258, deborah_bray@urmc.rochester.edu  
Class Year Name  
Gynecologic Oncology  
Class Code  
OBG608  
Elective Tags  
Inpatient Service, Outpatient Service, Patient Care  
Block Length  
2-4 weeks  
Students  
1  
Prerequisites  
(ALL) MED300 Medicine Clerkship, OBG300 Obstetrics and Gynecology Clerkship  
An elective experience is sometimes "split" by these weeks. Is it okay to split?  
Yes  
Available to the following medical students:  
3rd Year, 4th Year, Visiting  
Where should students report?  
Highland Hospital  
What time should students report?  
TBA; Please call pager # (585) 220-0948 to arrange start time.  
Who should they report to?  
Chief Resident on Gynecologic Oncology.

**Goal**

The gynecologic oncology elective provides experience in outpatient, inpatient, and operative management of women with gynecologic cancers. In the outpatient setting, students will learn the appropriate evaluations and testing necessary for women with suspected or known gynecologic cancers. Students will be active participants in the evaluation and treatment of women admitted for management. In addition, the student will be exposed to the radical surgery used in treating gynecologic cancer.

The student will prepare and present cases on daily rounds as well as at a monthly Tumor Board. In addition, the student will be given the opportunity to prepare an eTumor Board; a summary of a case that will be posted on the gynecologic oncology website.

**Schedule of Activities**

Daily Rounds  
Surgery (by assignment)  
Clinic (by assignment)

**Required Reading**

Posted on Blackboard - students doing an elective will be given access to articles
Student Evaluations

Students are evaluated by the resident and attending staff.
Course Information

Course Director
John T. Queenan M.D.
Contact Person
Course Director: John T. Queenan, Jr., MD; Contact: Anne Tedrow 275-7891
Class Year Name
Reproductive Endocrinology and Infertility
Class Code
OBG620
Elective Tags
Consultation Service, Outpatient Service, Patient Care
Block Length
1 week
Students
1
Prerequisites
(ALL) MED300 Medicine Clerkship, OBG300 Obstetrics and Gynecology Clerkship
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
4th Year, Visiting
Where should students report?
Our clinical setting is now located at 500 Red Creek Drive Suite #220 in Henrietta, NY Phone: (585) 487-3378.
Email me before the start of your rotation: john_queenan@umc.rochester.edu
What time should students report?
8:00 am on the first day of the rotation Suite #220 Strong Fertility Center 500 Red Creek Drive Rochester, NY 14623
Who should they report to?
Appointment secretary@Front desk

Goal

You will gain experience in the evaluation and treatment of infertility patients. Students will be present at surgeries, in vitro fertilization procedures, office evaluations, and radiologic procedures. They will also have time to see activities that take place in our Andrology lab and our Embryology lab which are both on site.

Learning Objectives

By the end of the elective the student should be able to:
Perform a comprehensive reproductive history in the couple with infertility or the woman with a reproductive endocrinopathy.
Describe the basic work up for infertility.
Identify the indications for assisted reproductive technologies.
Understand the role of surgery in the treatment of infertility.
Explain the appropriate work up for anovulation.

Schedule of Activities

Students will be expected to see patients with one of the attending physicians from 8:00am to 5:00pm,
weekdays. On some days there will be surgery, ultrasound exams or hysterosalpingograms.

**Didactic Activities**

Resident lecture series: Thursdays: 9:00-11:00. These lectures are aimed at the residents, but students should be able to take advantage, as well.

OB/GYN grand rounds: Thursdays, 7:30-8:30 a.m.

IVF conference: Mondays 3:15-4:30 pm: review of patients in treatment, new patients and follow up.

Division research seminars: (optional) Thursday mornings following Grand rounds.

Joint conferences with medical endocrinology: Third Friday each month, 7:45 a.m.

OB/GYN Journal Club: is part of Grand Rounds Schedule and also meets at night on a quarterly basis.

**Required Reading**


* Other materials may be recommended to supplement the conferences.

**Student Evaluations**

Students should keep a log recording numbers and types of procedure to help document that learning objectives have been achieved. They will be expected to participate in conferences. They must receive a satisfactory evaluation from the attending physicians with whom they have worked.
OBG621 Maternal-Fetal Medicine

Course Information

Course Director
Eva Karen Pressman M.D.
Contact Person
Chris Glantz, (585) 275-6036, chris_glantz@urmc.rochester.edu
Class Year Name
Maternal-Fetal Medicine
Class Code
OBG621
Elective Tags
Inpatient Service, Outpatient Service, Patient Care
Block Length
4 weeks
Students
1
Prerequisites
(ALL) MED300 Medicine Clerkship, OBG300 Obstetrics and Gynecology Clerkship
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
4th Year, Visiting
Where should students report?
2-3292
What time should students report?
8:00 am
Who should they report to?
Dr. Glantz

Goal

The goal is to provide students with in-depth exposure to various aspects of Maternal-Fetal Medicine (MFM).

Learning Objectives

1. Manage normal and complicated labor and delivery
2. Understand concepts of antepartum and intrapartum management of selected high-risk pregnancies (e.g. preeclampsia, diabetes, preterm labor, premature rupture of membranes, placental abruption, etc.)
3. Perform and interpret a basic obstetrical sonogram
4. Interpret antepartum and intrapartum fetal heart rate tracings
5. Understand the role of the Maternal-Fetal Medicine subspecialist

Schedule of Activities

Students on this rotation are overseen by the MFM faculty and OB Chief Resident at Strong Memorial Hospital. The clinical experience is divided between inpatient and outpatient management of high-risk (and some low-risk) pregnancies, and the student will have the opportunity to follow antepartum and intrapartum patients. The course entails rotations through the resident high-risk obstetrical clinics, Ob/Gyn ultrasound, Labor and Delivery, and the antepartum inpatient obstetrical service. Generally two weeks are spent on outpatient and two weeks on inpatient (one week of which is night float), although time allocations can be flexible.
### Didactic Activities

There are several meetings each week to discuss high-risk patient management, as well as a research meeting, Ob/Gyn grand rounds, and combined Ob/Peds case presentations. There are also optional resident conferences that the student may attend, as desired. I meet with the students weekly on an informal basis to discuss topics of MFM interest.

### Required Reading

There is no required reading per se, but familiarity with either Williams Obstetrics or Gabbe’s Obstetrics is expected.

### Student Evaluations

Evaluations are based on assessments from the MFM faculty and residents. Important elements are enthusiasm & interest, willingness to actively participate in patient care, availability in Labor and Delivery and outpatient clinics, and evidence of active learning through reading and discussion with faculty.
OBG622 Family Planning

Course Information

Course Director
Sarah J. Betstadt MD
Contact Person
Donna Darby, 585-273-2029, donna_darby@urmc.rochester.edu
Class Year Name
Family Planning
Class Code
OBG622
Elective Tags
Inpatient Service, Outpatient Service, Patient Care
Block Length
2 wks
Students
1
Prerequisites
OBG300 Obstetrics and Gynecology Clerkship
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
4th Year, Visiting
Where should students report?
URMC Women’s Health Practice at Lattimore 125 Lattimore Road, Rochester, NY 14642
What time should students report?
8:15am
Who should they report to?
Dr. Sarah Betstadt, Dr. Amy Harrington or Alison Carletta, NP, Dr. Natalie Whaley

Goal

To become familiar with the epidemiological, psychosocial, medical and surgical aspect of abortion and contraceptive care.

Learning Objectives

In this Reproductive Health 2-week elective, we aim to teach you:

1. The epidemiology of unintended pregnancy and abortion care in the U.S.
2. The medical evidence foundations of safe abortion care in the first and second trimesters
3. The psychosocial aspects of counseling and caring for women who are having abortions
4. The surgical process of first and second trimesters abortions, with hands on experience
5. Patient educational approaches to contraceptive counseling and care
6. The surgical process of contraceptive procedures (arm and uterine implant insertion), with hands on experience

Schedule of Activities

Week One
1. Monday  Office preoperative patient visits (1st and 2nd trimester patients)
2. Tuesday AM: 1st trimester surgical abortion procedures. PM: Office preoperative patient visits
3. Wednesday Operating Room 2nd trimester surgical abortion procedures OR Complex Contraception Clinic (select wednesdays)
4. Thursday Pending: Office preoperative patient visits OR Planned Parenthood session
5. Friday Pending: OR 2nd trimester surgical abortion procedures OR General Obgyn office OR Ultrasound OR Labor and Delivery

Didactic Activities

Journal Club presentation.

Thursday AM: Grand Rounds and Obgyn Resident Lectures pending schedule.

Required Reading

Will be emailed prior to starting the elective.

Please review: www.guttmacher.org

Student Evaluations

Students should log all procedures they attend during the rotation.

The attending(s) with whom the student worked will do an in-person evaluation during last day of rotation.
OME605 Professionalism in Medicine

Course Information

Course Director
David Reny Lambert M.D.
Contact Person
Jane Risolo, 275-5910, jane_risolo@urmc.rochester.edu
Class Year Name
Professionalism in Medicine
Class Code
OME605
Elective Tags
Teaching
Block Length

Students
12
An elective experience is sometimes “split” by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year, MD/PhD in Research
Where should students report?
PBL rooms per published orientation schedule
What time should students report?
per orientation schedule
Who should they report to?
Jane Risolo

Goal

To broaden the student’s professional development and understanding of ethical dilemmas in medical education and careers in medicine.

Second year students and forward are eligible to take the elective.

COURSE DIRECTORS    David Lambert, M.D.

Learning Objectives

· Identify and interpret the ethical dilemmas and professionalism concerns in the case scenarios

· Discuss and explain the subtle nuances in professionalism and ethical cases

· Develop skills in facilitating an orientation Professional Development Group
Schedule of Activities

Most of the activities will occur during the Year I Orientation Week, August 08-12, 2016

Didactic Activities

- Attend the orientation for the new Professional Development Group facilitators
- Co facilitate an orientation Professional Development Group for the incoming medical students
- Attend the White Coat Ceremony
- Attend the Friday integration conference for the incoming class
- Prepare a one page summary on the lessons learned from co-facilitating the Professional Development Group and provide an assessment on how the week impacts on the incoming students’ professional development
- Research, prepare and submit a professionalism case scenario for use in future Orientation Professional Development Groups, for the SMD Honor Board Educational sessions and/or in the Advisory Dean Groups.

Required Reading

URSMD Professional Development Facilitator Guide and related documents

Student Evaluations

- To receive a grade of Pass, student must attend all the scheduled sessions and prepare and submit a professionalism case scenario. The student must provide what topic of professionalism the case addresses - i.e. Issues of power differentials in the medical profession - and also provide a scholarly reference to support the information.
- A summary of your experience as a PD instructor.
Course Information

Contact Person
Patty Deburro - Education Coordinator 273-3954
Class Year Name
Basic Ophthalmology Elective
Class Code
OPH600
Elective Tags
Outpatient Service
Block Length
1 week
Students
12
An elective experience is sometimes “split” by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year, International Visiting, Visiting
Where should students report?
Room G-3111 on the ground floor near the purple elevators in the Eye Institute Building
What time should students report?
8:00 am
Who should they report to?
Holly Hindman

Goal

To provide an overview of concepts and techniques in Ophthalmology with are essential for all physicians.

Learning Objectives

By the end of the rotation the student should be able to:
Recognize the significant external and internal structures of the normal eye and perform basic examinations.
Evaluate a patient complaining of acute visual loss and construct the differential diagnosis, recognizing those situations where urgent action is necessary.
Have familiarity with the major causes of chronic slowly progressive visual loss in adults, namely Glaucoma, Cataract, Macular Degeneration, and be able to identify the basic characteristics of each.
Determine whether a patient with a red eye requires the prompt attention of an Ophthalmologist.
Evaluate common ocular and orbital injuries and determine whether the problem requires the attention of an Ophthalmologist.
Recognize the signs and symptoms of amblyopia and strabismus. Be able to perform the necessary tests to screen for these conditions, and if the patient is a child, be aware of the need to arrange for prompt ophthalmologic consultation, particularly when intraocular disease is suspected.
Perform a basic neuro-ophthalmologic examination and recognize and interpret the more common symptoms and signs of neuro-ophthalmologic disorders.
Determine when a patient with diabetes requires referral to an ophthalmologist, and to become familiar with the ocular findings associated with diabetes.
Become familiar with the ocular findings associated with systemic hypertension, thyroid disease, Sarcoidosis, Acquired Immune Deficiency Syndrome, and Herpetic Eye Disease.
Become familiar with the use of drugs to facilitate an eye examination, including how to stain the corneal surface with Fluorescein, anesthetize the cornea with topical anesthetic, and to dilate the pupils with one or more mydriatic agents.
Become familiar with the use of basic examining and testing equipment in ophthalmology including visual acuity charts, direct ophthalmoscope, hand light, and slit lamp.

**Schedule of Activities**

The clerkship will consist of approximately 50% didactic activities and skill building sessions and 50% clinical/OR time. During this period the student may be assigned to any combination of the following: a SMH full time attending practice, an Ophthalmology Resident-clinic practice, or the operating room. Students will accompany the preceptor through his/her day of practice, surgery, rounds, and conferences. During the week, the student is expected to read independently on specific topics which arise during their work week.

**Didactic Activities**

Students are required to participate in all didactic lectures. A schedule will be provided on the first day of the course.

**Required Reading**

All students are required to read "Basic Ophthalmology" by Cynthia Bradford, MD. This book provides a broad overview to Ophthalmology for the medical practitioner.

**Student Evaluations**

It is expected that the student will pass the final written and practical examinations, complete a one-page paper based on a patient encounter, turn in a patient tracker log, and complete a course evaluation. The student will also be graded on their clinical skills, reasoning, and attendance.
**Course Information**

- **Contact Person**: Patty DeBurro, 273-3954
- **Class Year Name**: Advanced Ophthalmology Elective
- **Class Code**: OPH601
- **Elective Tags**: Outpatient Service
- **Block Length**: 1-4 weeks
- **Students**: 4

An elective experience is sometimes "split" by these weeks. Is it okay to split?
Yes

Available to the following medical students:
3rd Year, 4th Year, Visiting

Where should students report?
Patty DeBurro’s office 3-3047. Take purple elevators to the third floor of the Eye Institute. Turn right out of elevators and go to the end of the hall

What time should students report?
8:00 am

Who should they report to?
Must Contact Holly Hindman Prior to Scheduling

**Goal**

The goal for this course is for the medical student to obtain more advanced skills and knowledge in Ophthalmology. This is provided through one on one instruction with a clinician. All students must have completed the prerequisite course, Ophthalmology 600, prior to enrolling in this course. Students also need approval of the course director. Students will be required to contact the director of the course to make suitable arrangements for their elective at least one month prior to their start date.

Prerequisite - OPH600 Ophthalmology and with approval of the director.

**Learning Objectives**

The objectives in this course include acquiring more advanced skills for the diagnosis of Ophthalmological conditions, greater Ophthalmic knowledge, and a better understanding of the medical and surgical management of Ophthalmic conditions.

**Schedule of Activities**

Students will work one-on-one with a clinical provider. They will be expected to attend the clinic, operating room, and conferences attended with the clinician to which they have been assigned. Every effort will be made to match a student with a clinician who works in their area of interest.

**Didactic Activities**

Students will also be asked to attend the a.m. and p.m resident conferences along with the resident lecture
series on Friday afternoons.

**Required Reading**

Students are expected to read independently throughout the duration of their experience.

**Student Evaluations**

Evaluations will be made on based on attendance, knowledge, skills, and effort of the student. In addition, students will be expected to write a one page paper per week of the elective. This paper should be sparked by a patient encounter which has lead the student to do reading on the particular topic.
PED602 Pediatric Ambulatory Elective

Course Information

Course Director
Neil E. Herendeen M.D., M.S.
Contact Person
Neil Herendeen 273-4140 neil_herendeen@urmc.rochester.edu
Class Year Name
Pediatric Ambulatory Elective
Class Code
PED602
Elective Tags
Outpatient Service, Primary Care
Block Length
1 - 4 weeks
Students
1
Prerequisites
PED300 Pediatrics Clerkship
An elective experience is sometimes "split" by these weeks. Is it okay to split?
Yes
Available to the following medical students:
3rd Year, 4th Year, Visiting
Where should students report?
Monday rotation starts in the Pediatric Practice located on the 6th floor of the ambulatory center (AC6). Take the silver elevators off the main lobby
What time should students report?
9:00am
Who should they report to?
Neil Herendeen or Outpatient chief resident

Goal

To develop skills and experience in the diagnosis and management of common pediatric illnesses and congenital disorders in the outpatient settings.

Learning Objectives

By the end of the rotation the student should be able to:
Feel comfortable in evaluating children and adolescents with acute illnesses and injuries.
Perform the initial assessment of newborn babies and recognize common newborn conditions.
Counsel new parents on the care of their child including the psychosocial adjustment of the family.
Recognize the impact of cultural and environmental factors and incorporate them into individual management plans.
Demonstrate concise and complete oral and written patient evaluations.
Demonstrate an understanding of the biopsychosocial model and its importance in pediatric practice.
Develop problem solving strategies and treatment plans before consulting with the supervising pediatrician.
Discuss appropriate antibiotic choices for the management of otitis media, pneumonia, and urinary tract infections.
Discuss appropriate evaluation of the febrile infant.
**Schedule of Activities**

Students should call 2 weeks before elective to assist in designing their own schedule to meet personal learning objectives. Practice sites include the acute illness clinic, subspecialty clinics and Pediatric Emergency Department at Strong Memorial Hospital. Private office settings can be included if advanced arrangements are made. Daily schedules typically start at 8:00 AM with morning report for all pediatric students and residents. Afternoon clinics finish at 5:30 PM.

**Didactic Activities**

Students are expected to read about and discuss the learning objectives with their preceptors during the clinical day. Morning report conferences are held each weekday at 8:00AM in the Bradford Library (4-3215) followed by outpatient conference for residents& students at 8:30 - 9:00 AM in AC6)on Tuesday, Thursday, and Friday. Pediatric Grand Rounds are held Wednesday 8:00-9:00 AM in the Whipple Auditorium (September - June).

**Required Reading**

None. BUT there are reference materials in the AC-6 Conference Room and the Bradford Library that are easily accessible for patient centered reading.

**Student Evaluations**

To receive a grade of Pass, students must participate in the conferences and clinical sessions that they have scheduled. Clinical performance will be evaluated by the various preceptors the student works with. A summary evaluation will be completed by the course director.
Course Information

Contact Person
Enrico Caiola, MD, (585) 654-5432, enrico_caiola@urmc.rochester.edu;
Class Year Name
Practice Based Experience in Med-Peds
Class Code
PED604
Elective Tags
Outpatient Service, Primary Care
Block Length
2 weeks
Students
2

An elective experience is sometimes “split” by these weeks. Is it okay to split?
Yes
Available to the following medical students:
3rd Year, 4th Year, Visiting

Where should students report?
Culver Medical Group, 913 Culver Road, Rochester, NY 14609

What time should students report?
9 AM

Who should they report to?
Enrico Caiola, MD

Goal

To expose the learner to the day-to-day life of a Med-Peds practitioner in a primary care setting.

Learning Objectives

To experience the outpatient management of common pediatric & internal medicine problems. The secondary objective is exposure to inpatient medicine and pediatrics.

Schedule of Activities

Daily morning rounds with a Med-Peds attending followed by office hours paired with one of seven Med-Peds attendings seeing a mixture of adult and pediatric patients and problems.

Didactic Activities

Two half-hour teaching sessions per day, following the UR Med-Peds ambulatory curriculum.

Required Reading

None required, but Allen Goroll’s Primary Care Medicine and Dershewitz’s Pediatric Primary Care are strongly suggested and are available in the office, so no need to purchase them.

Student Evaluations
An evaluation will be discussed half way through the rotation and a final evaluation will be written and submitted after it is discussed with the student. All seven attending physicians have equal input into the students evaluations.
PED610 Pediatric Developmental Disabilities

Course Information

Course Director
Stephen B. Sulkes M.D.
Contact Person
Carolyn King, 275-3744 Carolyn_King@urmc.rochester.edu OR Melissa Alliet 275-7383 Melissa_Alliet@urmc.rochester.edu
Class Year Name
Pediatric Developmental Disabilities
Class Code
PED610
Elective Tags
Consultation Service
Block Length
2 weeks
Students
1
Prerequisites
PED300 Pediatrics Clerkship
An elective experience is sometimes "split" by these weeks. Is it okay to split?
Yes
Available to the following medical students:
3rd Year, 4th Year, Visiting
Where should students report?
Helen Wood Hall, Third floor, turn right out of elevator/stairs, Room 3-105
What time should students report?
8:30 a.m.
Who should they report to?
S. Sulkes, MD

Goal

To acquaint students with an interdisciplinary approach to the diagnosis, treatment, and coordination of care for the child, adolescent, or adult with developmental disability. Students will also become familiar with normal/abnormal development, basic management strategies for common pediatric behavior problems, and community services and their coordination.

Learning Objectives

By the end of the rotation the student should be able to:
Perform the medical part of an interdisciplinary diagnostic evaluation for a child with a developmental disability. Describe the roles of other interdisciplinary team professionals, including psychologist, educator, nurse, social worker, speech pathologist, occupational therapist, physical therapist, audiologist, and nutritionist. Participate in the process of care coordination for an individual with complex developmental disability. Describe the necessary screening, diagnostic, and therapeutic tasks involved in appropriate primary care for children with spina bifida, cerebral palsy, autism, Down Syndrome, attention deficit disorder, and learning disabilities. List differential diagnoses for intellectual disability, autism spectrum disorders, attention deficits, and motor disability in children and youth. Discuss appropriate use of pharmacologic agents such as muscle relaxants, anticonvulsants, psychostimulants, and other psychopharmacologic agents used in the care of children with developmental disabilities.
Utilize standard developmental screening tools and recognize when further evaluation or developmental intervention is necessary.

**Schedule of Activities**

Students will participate in all clinical activities of the Division of Neurodevelopmental and Behavioral Pediatrics, including Kirch Center, as well as visiting community agencies such as schools, residences, and other clinics for guided observations and patient screenings/work-ups. Students electing longer rotations will have more opportunities for higher level clinical interaction.

**Didactic Activities**

Weekly Neurodevelopmental and Behavioral Pediatrics Core Lecture Series on research and leadership in the care of children with neurodevelopmental disorders; weekly pediatric discipline conference; computer-aided instruction; individualized teaching; and (for students electing experiences longer than 2 weeks) a brief, informal talk based on reading on a related subject of the student's choice.

**Required Reading**

Handbook of Developmental and Behavioral Pediatrics, 3rd ed, handouts.

**Student Evaluations**

Students will be evaluated based on the quality and completeness of their patient workups (Objectives 1, 4, 5, 6), their ability to participate as members of interdisciplinary teams (Objectives 2, 3), and on their informal talks (Objectives 1-7).
PED615 Adolescent Medicine

Course Information

Contact Person
Nadine Manns, 275-0416 nadine_manns@urmc.rochester.edu
Class Year Name
Adolescent Medicine
Class Code
PED615
Elective Tags
Consultation Service, Inpatient Service, Multidisciplinary, Outpatient Service, Patient Care
Block Length
2 weeks
Students
1
Prerequisites
(ALL) PED300 Pediatrics Clerkship, PSY300 Psychiatry Clerkship
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year, Visiting
Where should students report?
4-1400
What time should students report?
9AM
Who should they report to?
Attending on-call via webpaging or calling 275-2964

Goal

To introduce students to the particular interests and issues surrounding adolescents and their unique health care needs.

Learning Objectives

By the end of the rotation the student should be able to:

- Discuss the legal rights of minors including consent and confidentiality.
- Develop a strategy for management of adolescents with health problem - specific focus on adjustment, adherence, and engagement of the family.
- Recognize situations in where adolescents benefit from the skills of professionals trained in the care of adolescents.

Schedule of Activities

This elective is structured into inpatient and outpatient experiences. Mornings are generally spent at Strong Memorial Hospital, doing patient rounds and consults. The afternoons are spent at different clinical sites at the hospital and in the community. The schedule for clinical assignments will be sent to the students via email the week prior to starting the elective.
Didactic Activities

The students are also expected to attend several adolescent medicine didactic sessions that take place over the course of the week, involving a seminar, case presentations, and journal club. Please refer to the schedule.

Required Reading

- "Adolescent Health Update: Engaging Adolescents and Building on Their Strengths" by Dr. Kenneth Ginsburg
- New York Promoting and Advancing Teen Health (NYPATH) website - www.nypath.org

Please register for their website and complete the six (6) online Adolescent Reproductive and Sexual Health E-Learning Course modules from Physicians for Reproductive Health.

While on rotation, we will provide access to a set of rotation-specific optional readings in a web-based format.

Student Evaluations

To receive a grade of Pass, students must attend clinical sessions, demonstrate enthusiasm, and be open to feedback and learning. The student should demonstrate increasing communication skills and knowledge of adolescent health. There is also a required student presentation at the end of the rotation. Details regarding the presentation will be sent along with other materials a week in advance.
Course Information

Course Director
Marilyn R. Brown M.D.
Contact Person
Marilyn_brown@urmc.rochester.edu 275-2647, cell 585-315-8695
Marcy Inglese 275-3863
Class Year Name
Pediatric Gastroenterology/Nutrition
Class Code
PED620
Elective Tags
Patient Care
Block Length
2 or 4 weeks
Students
1
Prerequisites
PED300 Pediatrics Clerkship
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year, International Visiting, Visiting
Where should students report?
Pediatric GI/Nutrition Division 4-6112A or Division Chief office
What time should students report?
9:00 AM
Who should they report to?
Dr. Marilyn Brown or Marcy Inglese

Goal

To become more familiar with the practice of Pediatric Gastroenterology, Hepatology and Nutrition, an essential pediatric subspecialty

Learning Objectives

By the end of the rotation the student should be able to:
1.) Be able to identify patients for whom consultation with a pediatric gastroenterologist is indicated.
2) Have had experience of seeing patients in the outpatient or inpatient setting with the following diagnoses: Constipation/encopresis, gastroesophageal reflux, chronic inflammatory bowel disease, chronic abdominal pain.
3) Have read about a few common topics in Pediatric GI/Nutrition

Schedule of Activities

Students will follow a few inpatients, and assist in the outpatient clinics. They will observe procedures such as upper endoscopy and colonoscopy. The student will be encouraged to give a talk on a Pediatric GI topic.

Didactic Activities

Students will attend Pediatric Morning report and Pediatric Grand Rounds. They are also expected to attend the
weekly Pediatric Nutrition Support Service Rounds, weekly adult GI Clinical Conference, the biweekly Pediatric GI Pathology Conference, and the biweekly Pediatric GI/Nutrition Fellows conference

**Required Reading**

Suggested Reading: The URL below will take you to Wylie's text of Pediatric Gastroenterology - the chapters suggested are 12: Constipation and Encopresis, 14: Gastrointestinal Bleeding, 22: Gastroesophageal Reflux, 35: Celiac Disease, 38: Allergic GI Disorders, 44 and 45: Inflammatory Bowel Disease, 55: Hirschspring's Disease, 69: Biliary Atresia and 85: Nutrition.

Further reading is encouraged regarding specific patient topics, as well as the major texts: Pediatric Gastrointestinal Diseases Volumes 1 & 2, Allan Walker, and Pediatric Liver Disease by Fred Suchy.


**Student Evaluations**

The student will be evaluated on interest, enthusiasm, and participation in learning the skills important in the diagnosis and management of pediatric GI diseases. The student should show ability to perform literature searches on interesting patient topics.
Course Information

Course Director
Jeffrey Scott Rubenstein M.D., M.B.A.
Contact Person
SHERRY BENNETT - 585-275-6214 sherry_bennett@urmc.rochester.edu
Class Year Name
Pediatric Intensive Care
Class Code
PED625
Elective Tags
Inpatient Service, Patient Care
Block Length
4 weeks
Students
1
Prerequisites
PED300 Pediatrics Clerkship
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year
Where should students report?
Pediatric ICU (4-2800)
What time should students report?
7:30 AM
Who should they report to?
PICU Attending on service (Phone 273-2303)

Goal
To acquaint the student with the approach to a critically ill infant, child, or adolescent and to understand the rationale for the initial treatment of critically ill pediatric patients with common disease processes.

Learning Objectives

By the end of the rotation the student should be able to:
Identify pediatric patients with shock when they present. Discuss the common causes of shock in the pediatric patient, their pathophysiology, and the initial treatments for children in shock.
Identify pediatric patients with respiratory failure when they present. Discuss the common causes of respiratory failure in the pediatric patient, their pathophysiology, and the initial treatments for children with respiratory failure.
Identify neurologic disease that requires intensive care therapies in pediatric patients. Discuss the common neurologic crises that occur in the pediatric patient, their pathophysiology, and their initial treatments.
Understand the principles of positive pressure mechanical ventilation in pediatric patients. Be able to differentiate between pressure and volume modes of mechanical ventilation.
Be able to analyze blood gas results; understand acid-base disorders.
Describe the effects of critical pediatric illness on parents and families.

Schedule of Activities
Students will function as members of the care team in the PICU. They will be responsible for the direct care (under close supervision) of one or more patients. They will round with the care team (at 7:30 a.m. on weekdays) and provide care during the remainder of the day. They will attend the daily teaching conference and afternoon sign-out rounds. Each student will present at this conference once during their rotation. This presentation will make reference to a specific interesting patient. Support and guidance about this presentation is available from members of the PICU faculty. Every third or fourth night call is optional, but is strongly encouraged.

**Required Reading**

Resource reading material is available in the PICU. Readings will be patient-focused, and will concentrate on making clear evidenced-based approaches to the care of patients. The two major texts in Pediatric Critical Care are: Pediatric Critical Care (Fuhrman and Zimmerman); Textbook of Pediatric Intensive Care (Rogers). These books are available in the intensive care unit.

**Student Evaluations**

To receive a grade of pass, students must participate in the PICU program and demonstrate a beginning understanding of pediatric critical illness.
PED628 Pediatric Pulmonology

**Goal**

To diagnose and provide care for children with difficult asthma, cystic fibrosis, bronchopulmonary dysplasia and technology dependence.

**Learning Objectives**

By the end of the rotation the student should be able to:
Perform relevant history and physical examinations for pulmonary diagnoses, interpret pediatric pulmonary function tests, and appreciate indications for bronchoscopy in children. The student should be able to develop a differential diagnoses and preliminary treatment plan for children with pulmonary diagnoses.

**Schedule of Activities**

Attend Pediatric Pulmonary Clinics in ACF-1 three half-days per week (1:00-5:00 p.m. on Tuesdays. 8:30-12:00 a.m. on Monday, and Thursdays ) and one half day per week at the Mary Parkes Asthma Center (8:30 - 12 on Fridays), make rounds daily on hospitalized patients and consults on hospitalized children with respiratory disorders.

**Didactic Activities**

Attend Pediatric Morning Report (daily, 8:00-8:30 a.m.), and Pediatric Pulmonary Interdisciplinary Rounds (Mondays, 1:00-2:00 p.m., Tuesdays, 12:00-1:00 pm, and Thursdays 1:00-2:00), attend Pulmonary Teaching
Conference on Wednesdays 1:00 - 2:00 pm and attend Radiology rounds Wednesdays 11:00 - 11:30.

**Required Reading**

A core reading notebook located in the Pediatric Pulmonary Conference Room has articles on key and basic topics in pediatric pulmonology. This info is also stored on S: Drive.

**Student Evaluations**

Evaluations will be completed by the attending physician in clinic and on the inpatient service based on the student's ability to evaluate and follow patients with lung disease.
PED630 Pediatric Nephrology

Course Information

Course Director
George J. Schwartz M.D.

Contact Person
Erik Abell Ph: 585-273-2977 Email: Erik_Abell@urmc.rochester.edu
Kishi Watson Ph: 585 273-2977 kishi_watson@urmc.rochester.edu

Class Year Name
Pediatric Nephrology

Class Code
PED630

Elective Tags
Consultation Service, Inpatient Service, Outpatient Service, Patient Care

Block Length
2-4 weeks

Students
1

Prerequisites
PED300 Pediatrics Clerkship

An elective experience is sometimes "split" by these weeks. Is it okay to split?
Yes

Available to the following medical students:
3rd Year, 4th Year, Visiting

Where should students report?
URMC Room 4-8116

What time should students report?
08:30

Who should they report to?
Erik Abell/Kishi Watson

Goal

To better understand the diagnosis and management of acute and chronic kidney disease, hypertension, and fluid/electrolyte problems in children.

Be exposed to children with kidney transplants, those on hemodialysis and peritoneal dialysis, and those with acute kidney injury.

Become familiar with renal diagnostic tests including urinalysis, renal electrolyte handling, kidney ultrasound, kidney biopsy, and measurement/estimation of glomerular filtration rate.

Learning Objectives

By the end of the rotation the student should be able to:
- Identify patients for whom consultation with a pediatric nephrologist is indicated.
- Attempt to focus on specific aspects of diagnosis and management.
- Become familiar with basic aspects of fluid and electrolyte disturbances, as they relate to renal and nonrenal patients.
- Develop familiarity in analyzing urine under the microscope.
- Become familiar with normality in growing children as it pertains to blood pressure, protein excretion, and growth and development.
- Become familiar with the most common types of referrals to a pediatric nephrology practice, including the
diagnosis of persistent microscopic hematuria and proteinuria. 
- Develop a familiarity in reviewing renal ultrasounds.
- Become familiar with end-stage renal patients, particularly those who have been transplanted or are on peritoneal/hemodialysis.
- Become acquainted with non-dialytic modes of supporting renal insufficient children during growth.
- Better understand the relevance of adequate renal function in the process of growth and development in children.

**Schedule of Activities**

Students are assigned to SMH under the direction of the faculty member and/or fellow on service from approximately 8 a.m. to 5 p.m. on weekdays. The student will participate in rounding on inpatients, compiling a summary of the results in the past 24 hours with recommendations for subsequent diagnosis and management in consultation with the faculty member. On one or two mornings per week, the student will participate in outpatient clinic, seeing patients, making his/her own formulations prior to reviewing and seeing the patient with an attending nephrologist. During outpatient clinic the student will have an opportunity to review the urinalysis on each patient that he/she has seen with the help of the faculty member.

**Didactic Activities**

The students are expected to attend major divisional educational conferences, including weekly clinical conferences and journal clubs as well as monthly scheduled conferences when they occur, including Pediatric Renal/GU, research, and pathology conferences.

**Required Reading**

A syllabus of major important articles to the pediatric nephrology literature is available on loan from the divisional secretary in 4-8116, ext. 5-9784.

**Student Evaluations**

Students will receive a satisfactory evaluation if they keep a log noting that they have seen each of the inpatients and at least three outpatients per week and that they have indicated that they have learned about each of the specific objectives listed above, and, finally, that they have read at least ten articles from the syllabus provided by the division.
PED635 Pediatric Genetics

Course Information

Contact Person
Chin-To Fong, MD
Class Year Name
Pediatric Genetics
Class Code
PED635
Elective Tags
Consultation Service, Inpatient Service, Outpatient Service
Block Length
Minimum 2 weeks, 4 weeks preferred
Students
2
An elective experience is sometimes "split" by these weeks. Is it okay to split?
Yes
Available to the following medical students:
3rd Year, 4th Year, International Visiting, Visiting
Where should students report?
Please check with Dr. Fong by email the week prior to the elective
What time should students report?
Please check with Dr. Fong by email the week prior to the elective
Who should they report to?
Please check with Dr. Fong by email the week prior to the elective

Goal

To understand the applications of genetic principles in medical practice.
To gain familiarity with common genetic conditions. To experience all aspects of clinical genetics including genetic counseling, prenatal genetics, inborn errors of metabolism and dysmorphology. Although listed as a pediatric elective, this elective will offer experience in genetic practice in a wide range of age groups and specialties.

Learning Objectives

By the end of the rotation the student should be able to:
Obtain an accurate three generation pedigree.
Obtain an appropriate genetic history.
Observe and understand the genetic physical examination.
Understand the role of genetic testing in diagnosis.
Observe genetic counseling in several situations including prenatal diagnosis and clinical dysmorphology.
Assist with inpatient consultations.
Demonstrate use of the genetic literature.
Understand the concepts of alpha-feto-protein testing, chromosome testing, DNA testing and other genetic testing.
Develop an area of interest and present a 15-30 minute presentation on this topic or develop a case report for publication.

Schedule of Activities
General Genetics Clinic Monday afternoon, Wednesday afternoon, Thursday afternoon and Friday morning.

Inherited Metabolic Disorders Clinic Monday and Tuesday mornings

Cancer Genetics Clinic: Thursday and Friday afternoons

Pediatric Cardiogenetics Clinic: first Wednesday afternoon of each month

Adult Cardiogenetics Clinic: first Thursday afternoon of each month

Adult Cardiogenetics Clinic: first Thursday afternoon of each month

Craniofacial Team Clinic: last Friday of each month

Various meetings: Thursday mornings, and at other times subject to change

**Didactic Activities**

Ad hoc lectures

**Required Reading**

A syllabus will be provided.

**Student Evaluations**

The student should participate in patient care and discussions to demonstrate a growing expertise in genetics, be available for consultations, research patient problems encountered during the rotation, and present a topic of interest in Genetic rounds.
**Course Information**

Course Director  
Cecilia C. Meagher M.D.  
Contact Person  
Sue Aldridge, 275-6090, sue_aldridge@urmc.rochester.edu  
Class Year Name  
Pediatric Cardiology  
Class Code  
PED643  
Elective Tags  
Outpatient Service  
Block Length  
2 or 4 weeks  
Students  
1  
Prerequisites  
PED300 Pediatrics Clerkship  
An elective experience is sometimes "split" by these weeks. Is it okay to split?  
No  
Available to the following medical students:  
3rd Year, 4th Year, International Visiting, Visiting  
Where should students report?  
If Monday: conference room 4-5210 at 8AM Otherwise: Childrens Heart Center, rm 1-0349 (Pediatric Cardiology clinic) Ambulatory building off main hallway of SMH Lobby.  
What time should students report?  
8:00 AM  
Who should they report to?  
Cecilia Meagher, MD

**Goal**

To understand how to distinguish normal from abnormal cardiovascular signs and symptoms, understand how to recognize, manage, and, if necessary, refer cardiovascular conditions in children, understand key principles related to the use of cardiovascular drugs, and understand the role of prevention of cardiovascular disease in pediatric patients.

**Learning Objectives**

By the end of the rotation the student should be able to: Recognize normal age-related changes in heart rate and blood pressure.

1. Describe the mechanisms of production of heart sounds and murmurs and recognize classic auscultatory findings of innocent and pathologic murmurs.

2. Differentiate between physiologic and pathologic variations in cardiac rhythm.

3. Describe the normal perinatal circulation and its influence on the development of signs and symptoms of heart disease in the neonate.

4. Describe the use and indications for electrocardiography, echocardiography, exercise testing, ambulatory...
electrocardiographic monitoring and cardiac catheterization.

5. Identify and describe the management of functional heart murmurs, musculoskeletal chest pain, and mild labile hypertension.

6. Describe the initial evaluation and management of the child presenting with serious signs and symptoms related to the cardiovascular system such as cyanosis, palpitations and/or arrhythmias, congestive heart failure, syncope, abnormal heart sounds, and pathologic murmurs.

7. Describe the physical findings, pathophysiology, genetics, usual treatments, and prognosis for common cardiovascular conditions including ventricular septal defect, atrial septal defect, tetralogy of Fallot, patent ductus arteriosus, coarctation of the aorta, aortic and pulmonary stenosis, mitral valve prolapse, supraventricular tachycardia, Kawasaki disease, acute rheumatic fever, bacterial endocarditis, and cardiomyopathy.

8. Recognize the risk factors and identify appropriate screening and prevention strategies for atherosclerotic Heart disease.

**Schedule of Activities**

The student will participate in all activities and conferences of the division including time in the outpatient clinic, inpatient consultations, observation/participation in performing electrocardiograms, exercise testing, echocardiography. Opportunity will be provided to observe in the cardiac catheterization lab and operating room.

**Didactic Activities**

Students are expected to read about and discuss the learning objectives with their mentor throughout the rotation. In addition, students are expected to attend all the daily Pediatric Cardiology Conferences, all which are held in the morning: Monday Changeover, Tuesday Echo conference, Wednesday Fellows conference, Thursday, Cardiovascular Care Conference and Friday, Surgery conference.

**Required Reading**


**Student Evaluations**

To receive a grade of pass, students must have demonstrated active participation in the clinical activities of the division, and in consultation with the pediatric cardiology attending on service, document that the learning objectives have been covered and met.
PED645 Pediatric Infectious Diseases

**Course Information**

Contact Person  
Nadine Manns  
Nadine_Manns@URMC.Rochester.edu

Class Year Name  
Pediatric Infectious Diseases

Class Code  
PED645

Elective Tags  
Consultation Service, Patient Care

Block Length  
2-4 weeks

Students  
1

An elective experience is sometimes “split” by these weeks. Is it okay to split?  
No

Available to the following medical students:  
3rd Year, 4th Year, International Visiting, Visiting

Where should students report?  
Medical Center, Room 4-6220

What time should students report?  
9:00 am

Who should they report to?  
Peds ID Monday at 9 a.m. Hoekelman Rm 4-8144. Please see attending physician(s)

**Goal**

To become familiar with and gain an initial understanding of the practice of Pediatric Infectious Diseases

**Learning Objectives**

1. Explain the symptoms and physical findings that suggest the presence of an infectious disease and perform a PE appropriate for an ID consult.

2. Take an exposure history that provides clues to a specific diagnosis (ill contacts, travel, pets or other animal exposures, occupation, insect bites and diet).

3. Identify standardized guidelines for diagnosis and treatment of conditions common to this subspecialty area and adapt them to the individual needs of specific patients (i.e. catheter associ infect guidelines).

4. Relate the importance of proper specimen collection and its effect on results, explain the limitations of those tests (sensitivity, specificity, predictive values, cost).

**Schedule of Activities**

1) Daily work rounds and teaching rounds with the Attending and Peds ID team.

2) Conference participation including Pediatric Morning Report (twice per week), and weekly Peds ID clinical conference, and joint Medicine and Pediatric ID clinical conference.

**Didactic Activities**

As above, Peds ID clinical conference and joint Medicine and Pediatric ID clinical conference.
**Required Reading**

Selected papers on important and/or frequent clinical problems encountered in Peds ID are available on the Pediatric Shared drive for the residents and medical students to read. In addition, daily reading based upon questions related to ongoing patient care is expected.

**Student Evaluations**

Students will be evaluated by the Pediatric ID attending using the standard format provided by the School of Medicine. In addition, verbal feedback will be provided on an on-going basis by the residents, fellow, and attending on the service as applicable.
PED647 Pediatric Hematology/Oncology

Course Information

Contact Person
Dolores DiCesare dolores_dicesare@urmc.rochester.edu phone 275-0515
Class Year Name
Pediatric Hematology/Oncology
Class Code
PED647
Elective Tags
Patient Care
Block Length
2 weeks
Students
2
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year
Where should students report?
Ambulatory Care Facility (AC-6) on the 6th floor
What time should students report?
8:30 AM
Who should they report to?
The Pediatric Hematology/Oncology clinic attending physician

Goal

To provide an intensive experience in clinical Pediatric Hematology/Oncology in which students will acquire an understanding of the diagnosis, pathophysiology, and management of the common hematologic and oncologic diseases of childhood with an appreciation for the effect of these serious diseases on the patients and their families.

Learning Objectives

By the end of the rotation the student should be able to:
Explain the physiology of normal blood formation and destruction.
Accurately diagnose common causes of cytopenias (i.e., neutropenia, anemia, thrombocytopenia) in children.
Given history and physical exam, efficiently utilize laboratory tests in the diagnostic work-up and be able to evaluate a blood smear.
Describe the pathophysiologic mechanisms of the anemia and the different types of crises in sickle cell disease.
Describe in a step-wise manner, the work-up for a prolonged PTT, a prolonged PT, and a prolonged bleeding time. Accurately apply the various bleeding tests in the light of the patient history and physical findings.
Describe childhood ALL in terms of its incidence, peak age range, common signs and symptoms and general treatment concepts.
Explain how prognostic factors have been used to define tailored therapy for ALL.
Be familiar with common forms of cancer in children in terms of peak age, clinical presentation, staging and common sites of metastatic spread. These forms of cancer include Wilms tumor, Non-Hodgkin and Hodgkin Lymphoma, Neuroblastoma, Osteogenic Sarcoma, Ewings sarcoma family of tumors, Rhabdomyosarcoma, Medulloblastoma and other brain tumors.
Describe a blast cell and be able to differentiate between a blast cell and reactive lymphocyte, and be familiar with the morphology of hematopoietic cells.
Using clinical and laboratory data, differentiate between ALL and ITP, acute mononucleosis and iron deficiency.
anemia.

**Schedule of Activities**

Students work on the outpatient (AC-6) and inpatient (4th floor SMH) service of the Pediatric Hematology/Oncology. Clinic is currently scheduled Mon, Wed and Thurs 8:30-5:00, Tues and Fri 8:30-1:00. Students perform initial consultations (history, physical, collect lab data, followed by presentation to attending, including impression and plan. Also may be responsible for dictating patient care note,) and follow-up evaluations in clinic, with an attending preceptor. They may also attend inpatient rounds each morning, see inpatient consults as appropriate, and may see limited inpatients with the attending. The elective is primarily outpatient based. Students who desire a more intensive inpatient experience may apply to do a externship on the Pediatric Heme/Onc service. Emphasis is on active participation in all aspects of patient care.

**Didactic Activities**

Inpatient housestaff rounds (Tue-Fri 7:30-8:30 am), Morning report (Tue., Th., Fri. 8:30-9:00 a.m.); Attending Rounds (scheduled with each housestaff rotation); Academic conference (variable Tues. 3:00-4:00 p.m.); Sign-in Conference (Mon. 8:00-9:00 a.m.). Patient conference (Fri., 3:30-5:30 p.m.)

**Required Reading**

Textbooks can be borrowed from the Peds Hem/Onc Library. Principles and Practice of Pediatric Oncology 2nd ed., by P. Pizzo and D. Poplack (also on line); Hematology of Infants and Children, 5th ed. By D. Nathan and F. Oski.

**Student Evaluations**

To receive a grade of pass, students must receive a satisfactory clinical evaluation from their preceptors during the elective. It is preferred that student's also do a short presentation at one of the division clinical conferences or housestaff teaching sessions.
**PED648 Diabetes Camp/Aspire**

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**Course Information**

Contact Person  
Allison Pitkin 585-458-3040, Ext. 3472, Apitkin@diabetes.org

Class Year Name  
Diabetes Camp/Aspire

Class Code  
PED648

Elective Tags  
Outpatient Service

Block Length  
1 or 2 weeks

Students  
10

Prerequisites  
PED300 Pediatrics Clerkship

An elective experience is sometimes “split” by these weeks. Is it okay to split?  
Yes

Available to the following medical students:  
3rd Year, 4th Year

Where should students report?  
Camp is held at the Rotary Sunshine Camp; Rush, NY. Information will be sent about training, and when to report.

What time should students report?  
Information will be provided

Who should they report to?  
Camp medical coordinator

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**Goal**

Camp Dates:  
Session 1: July 3-8 2016  
Session 2: July 10-15 2016

**Students will reside on campus during the week of camp, and all medical volunteers must commit to attending 2 pre-camp trainings.**

A maximum of 10 students per week will be accepted on a first come, first serve basis. Exposure to Pediatric and adolescent diabetes management in a camp setting. Involvement in glucose and calorie intake and general diabetes management in children and adolescents. Hours are daily 7am to 9:30PM on most days One or two over night stays. Meals provided. Every evening 5-8 PM, review of glucose logs on all campers. Didactic sessions with endocrinologist and literature review will be supplied during the elective.

**After signing up for the credits, all medical students should email me with their contact information, and session preference.**

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**Learning Objectives**

diabetes management in children and adolescents
Schedule of Activities

Details will be provided.

Didactic Activities

Early evening, 90 minutes: discussion and glucose and insulin review.

Required Reading

will be provided at camp

Student Evaluations

written, if desired.
PED649 Pediatric Endocrinology

Course Information

Contact Person
Laurie Passalacqua Laurie_Passalacqua@urmc.rochester.edu (585) 275-7843
Class Year Name
Pediatric Endocrinology
Class Code
PED649
Elective Tags
Consultation Service, Inpatient Service, Outpatient Service, Patient Care
Block Length
2 - 4 weeks
Students
1
An elective experience is sometimes "split" by these weeks. Is it okay to split?
Yes
Available to the following medical students:
3rd Year, 4th Year
Where should students report?
room 4-6215
What time should students report?
9 am
Who should they report to?
Dr. Nicholas Jospe

Goal

To expose the student to a wide variety of pediatric endocrine disorders.

Learning Objectives

Normal growth patterns for infants, children and adolescents. The student will become familiar with the differential diagnosis of disturbances of growth. The student will become familiar with hormones that influence growth rates, such as growth hormone, thyroid hormone, glucocorticoid, and hormone sex steroids. Finally, the student will become familiar with modes of administration, indications and potential side effects of growth promoting therapy.

The student will become familiar with the physiology of the posterior pituitary, with specific attention to the role of vasopressin. The differential diagnosis of diabetes insipidus will be discussed, as well as the modes of therapy.

Role and regulation of thyroid hormone. Thyroid function tests will be discussed, along with tests for the integrity of the hypothalamic pituitary thyroid axis. The differential diagnosis of hypothyroidism and hyperthyroidism and the various forms of therapy will be discussed. The student will be taught how to recognize signs and symptoms of thyroid disease. Didactic sessions will be devoted to exposing the student to the broad range of phenotypic findings in thyroid disease.

Diabetes. Etiology, genetics, and pathogenesis of Type I and Type 2 diabetes will be discussed. The diagnosis and treatment of diabetic ketoacidosis will also be discussed. The inpatient and outpatient management of diabetes will be carefully reviewed. The long-term outcome of diabetes in children as well as future directions will be reviewed.

Disorders of the adrenal cortex. The pathophysiology of disorders of adrenal steroidogenesis resulting in congenital adrenal hyperplasia will be discussed. Biochemical and clinical features of each of the disorders will be discussed. The signs and symptoms, laboratory tests and treatment for Cushing syndrome and Addison disease will be reviewed.
Disorders of pubertal development. Normal variations in developmental patterns and abnormal pubertal development (early or delayed) will be discussed. Tanner staging will be carefully reviewed. The effect of excess or deficient adrenal or gonadal steroids will be reviewed.

Disorders of sexual development in the newborn infant. Normal sexual differentiation will be reviewed, followed by a discussion of gonadal or chromosomal disorders of sexual differentiation and their biochemical and phenotypic consequences.

Parathyroid and vitamin D-related disorders. Parathyroid physiology will be discussed and clinical entities including hypoparathyroidism and hypocalcemia or hyperparathyroidism will be discussed, along with their modes of therapy.

**Schedule of Activities**

Students will participate in all inpatient and outpatient pediatric endocrine activities. The students will participate in outpatient endocrine clinics on two half-days per week and pediatric diabetes clinics on one full day per week, as well as journal clubs and clinical conferences. The student will act as the primary source for all consultative and inpatient clinical work.

**Didactic Activities**

Students are expected to read about and discuss the learning objectives with their preceptor during the day.

**Required Reading**

Selected chapters in Clinical Pediatric Endocrinology, 2nd Ed., Editor: Solomon A. Kaplan and additional reading material is supplied by the preceptors.

**Student Evaluations**

The preceptor writes evaluation of the student. It is based on an assessment of fund of knowledge, acquisition of new knowledge, and improvement in reasoning ability and over.
PED650 Pediatric Neonatology

Course Information

Course Director
Robert John Swantz M.D.
Contact Person
Dr. Robert Swantz, 275-2972, robert_swantz@urmc.rochester.edu
Class Year Name
Pediatric Neonatology
Class Code
PED650
Elective Tags
Inpatient Service
Block Length
2
Students
1
Prerequisites
(ALL) OBG300 Obstetrics and Gynecology Clerkship, PED300 Pediatrics Clerkship

An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year, Visiting
Where should students report?
Neonatal ICU (NICU), at Golisano Children's Hospital - 3rd floor
What time should students report?
7:15am
Who should they report to?
Neonatology Fellow

Goal

To understand how to resuscitate and stabilize a critically ill neonate, to appreciate the pathophysiologic basis for common disorders of the newborn, and to understand how to evaluate and manage common diseases of the newborn.

Learning Objectives

By the end of the rotation the student should be able to:

- Describe the physiologic adaptation of the newborn to extrauterine life and the steps in neonatal resuscitation and stabilization.
- Demonstrate proper and effective delivery room resuscitation techniques for newborns.
- Perform an appropriate assessment (history, physical examination and initial diagnostic studies) and formulate a differential diagnosis for the following common signs and symptoms: prematurity, growth failure, respiratory distress, cyanosis, heart murmur, apnea/bradycardia, abdominal distension, hepatosplenomegaly, dysmorphic features, hypoglycemia, jaundice, anemia, and thrombocytopenia.
- Describe the pathophysiologic basis of and key principles of management for the following common conditions: respiratory distress syndrome, transient tachypnea, pneumonia, aspiration, bronchopulmonary dysplasia, congenital heart disease, infant of diabetic mother, hyperbilirubinemia,
neonatal sepsis, necrotizing enterocolitis, apnea of prematurity.

- Explain the indications for ordering, and interpret the results of the following laboratory and radiology tests: CBC/differential, hematocrit, blood type, Coomb's, serum electrolytes, fractionated bilirubin, blood gas, EKG, urinalysis, bacterial/viral cultures of blood/CSF/urine, CSF cell count, serologic tests, neonatal drug screening, NYS newborn screen, chest/abdomen radiographs, and head ultrasound.
- Discuss the indications for, and demonstrate proper technique in performing the following procedures: physiologic monitoring, endotracheal intubation, mechanical ventilation, venipuncture, arterial puncture, umbilical catheterization, urethral catheterization, lumbar puncture, phototherapy, pulse oximetry.
- Communicate and work effectively with members of the NICU patient care team, and with parents and families of critically ill neonates.

**Schedule of Activities**

The student is assigned to the GCH Neonatal Intensive Care Unit and works with the housestaff team. The student will function as an acting intern, assuming primary responsibility for his/her patients under the supervision of the housestaff, neonatology fellows, and attending neonatologist. The student will work M-F, 6:00am-6:00pm.

**Didactic Activities**

Students will participate in the daily educational activities for the pediatric housestaff in the NICU, including morning report, attending rounds, bedside work rounds, radiology conference, and sign-out rounds. Additionally, the student will attend the weekly perinatal conference, and health team rounds.

**Required Reading**

The following reading materials are available in the Division of Neonatology: "NICU Survival Guide" and numerous general and specialty neonatology textbooks. In addition the URMC Intranet NICU Website has direct links to Housestaff Guidelines, instructional materials, and journal articles/reviews.

**Student Evaluations**

The student will review their experience with the attending neonatologists. To receive a grade of satisfactory, the student must be judged by them to have appropriately achieved the learning objectives.
Course Information

Course Director
Olle Jane Z. Sahler M.D.
Contact Person
O.J.Sahler, MD 275-3935
Class Year Name
Integrative Medicine
Class Code
PED660
Elective Tags
Patient Care
Block Length
2 weeks
Students
1
An elective experience is sometimes “split” by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year
Where should students report?
TBD
What time should students report?
8:00 am
Who should they report to?
O.J.Sahler

Goal

The goal of this elective is to acquaint participants with the broad area of CAM and ways to incorporate CAM into their practice where appropriate.

Learning Objectives

* Locate and critically evaluate the literature in CAM
* Describe the major features and underlying philosophy of at least one alternative system of healthcare (e.g. traditional Chinese medicine, ayurvedic medicine, naturopathy)
* Develop a logical evidence-based strategy for incorporating a complementary medicine modality into the healthcare plan of a patient.

Schedule of Activities

The two-week block is divided into 20 half-days of didactic or experiential activities. At least three half-days per week will be spent in the offices of properly credentialled CAM practitioners. Individuals on elective will also be able to learn meditation, yoga, or other relaxation techniques for personal use.

Didactic Activities

Didactic sessions will focus on:
* Epidemicology of CAM use among adults and children;
*History of the development of the National Center for CAM (NCCAM);
*Overview of the NIH Model of CAM classification;
*Overview of CAM therapies;
*History of the development and evolution of Western Medicine;
*Evidence-based approach to CAM including hands-on work with relevant databases and resources on the Internet and within the community.

**Required Reading**

Selected readings from Novey, DW. Clinician's Complete Reference to Complementary & Alternative Medicine. Mosby: St. Louis; 2000.

Hart J. CAM and medical education. Altern Compl Therap 15:288-291;2009

Yarnell E, Abascal K. Drugs that interfere with herbs. Altern Compl Therap 15:299-301;2009


[www.cpmcnet.columbia.edu/dept/rosenthal/MDCourses.html](http://www.cpmcnet.columbia.edu/dept/rosenthal/MDCourses.html)
[www.nccam.nih.gov](http://www.nccam.nih.gov)

**Student Evaluations**

To receive a grade of pass, students must attend all scheduled activities, contribute to discussions, and prepare a critique of the experience at each clinical site.
PED61 Child Advocacy Elective (CARE)

Course Information

Contact Person
Eileen Tipton ~ x3-5942 ~ Eileen_Tipton@urmc.rochester.edu

Class Year Name
Child Advocacy Elective (CARE)

Class Code
PED661

Elective Tags
Teaching

Block Length
2 weeks

Students
1

An elective experience is sometimes “split” by these weeks. Is it okay to split?
No

Available to the following medical students:
3rd Year, 4th Year, Visiting

Where should students report?
Eileen Tipton ~ x3-5942 ~ Eileen_Tipton@urmc.rochester.edu

What time should students report?
TBD based on individual student experience

Who should they report to?
Eileen Tipton

Goal

- To enhance knowledge of community health
- To practice and learn new skills in community health leadership
- To design a community health project in collaboration with community-based partners
- To become lifelong leaders committed to improving the health of all children and families

Learning Objectives

By the end of the rotation, the student(s) will have enhanced knowledge, attitudes, skills & habits in the areas listed below

Schedule of Activities

Please note that students can only elect to participate in our annual 2-week Community Health & Advocacy Resident Education (CARE) block that will be held July 25th - August 5th, 2016. Please obtain approval from Dr. Aligne by contacting him at Andrew_Aligne@urmc.rochester.edu

If you are approved and still interested, please contact Eileen_Tipton@urmc.rochester.edu at your earliest convenience.

Didactic Activities
Series of lectures/workshops will/can include:
- Population Perspectives on Health and Disease
- Evidence-Based Public Health
- Moving from the Clinic to the Community
- Working with CBOs
- Mini-Proposal Writing
- Going Upstream/Project Planning
- Mind-Mapping/Brainstorming
- Grant-writing
- Public Speaking/One-Minute Talks
- How to Speak to the Media
- Behavior Change
- Leadership/Change the World
- Teamwork
- Advocacy: Letter Writing, etc.
- Evaluation of Programs
- Global Health

Required Reading

*The CARE Track Handbook: Leadership in Community Pediatrics (provided) Additional articles and books available, but not required for participation.*

Student Evaluations

Will formulate an evaluation to be set-up on the E-value system
**Goal**

To inspire and enable health care professionals to participate in community-based partnerships, evidence-based programs, and advocacy to improve the health of children and families.

As health care providers, we recognize that our common responsibility is to help maintain the health of all children and their families. Our challenges include poverty, violence, social isolation, and lack of healthy environments in which to play, to name a few. We believe that by linking with other community resources and caregivers, our ultimate goal may be realized - that all children achieve their fullest human potential.

**Learning Objectives**

**OBJECTIVES:** At the conclusion of this rotation, you should...

1. Have a better sense of the community-based resources available to patients and families living
in the City of Rochester & Monroe County.

2. Feel competent in your ability to refer your patients and their families to community-based resources.

3. Feel competent in your ability to advocate on behalf of patients and families in your practice.

**Schedule of Activities**

During their 2 week rotation, each participant will visit between 10 and 15 community-based organizations/programs, participate in didactic activities, and complete the required assignments.

This rotation requires the student to provide his/her own transportation.

**Please Note:** We can accommodate special requests (i.e. time off for interview days or exams) when creating your individual schedule. Just call us at least 1 month prior to your rotation start date so we can incorporate your requests.

**Didactic Activities**

1. Orientation Session
2. Advocacy Session
3. Global Health Introduction
4. Wrap-up/closing session

**Required Reading**

Please go to [www.plccare.org](http://www.plccare.org) and click on "Intern Community Rotation" to access all course materials including readings, assignments, and community resources.

**Student Evaluations**

Students will be evaluated by the Course Director at the completion of the block.

Students are also asked to evaluate their rotation experience to help us improve the experience for future participants.
PED663 Allergy and Clinical Immunology Elective

Course Information

Contact Person
S. Shahzad Mustafa, M.D. Phone: 585-739-6415 Email: shahzad.mustafa@rochestergeneral.org

Class Year Name
Allergy and Clinical Immunology Elective

Class Code
PED663

Elective Tags
Patient Care

Block Length
2 wks

Students
2

An elective experience is sometimes "split" by these weeks. Is it okay to split?
No

Available to the following medical students:
3rd Year, 4th Year

Where should students report?
Rochester General Medical Group Allergy and Immunology Office - 2300 West Ridge Road, 5th Floor
Rochester, NY 14626

What time should students report?
9:00 AM the first Monday of the block

Who should they report to?
S. Shahzad Mustafa, M.D.

Goal

To learn about the clinical presentation of atopic and immunological disorders and to understand how to appropriately diagnose and manage these increasingly common conditions.

Learning Objectives

1. Identify patients (both children and adults) who warrant an allergy and immunology consultation.
2. Perform an appropriate assessment (H & P) and formulate a working differential diagnosis.
3. Understand the indications for ordering diagnostic testing.
4. Understand the utility and limitations of the available diagnostic testing.
5. Develop a preliminary treatment plan for commonly seen conditions in the field (asthma, chronic rhinitis (both allergic and non-allergic), atopic dermatitis, food allergy, chronic sinusitis, acute and chronic urticaria, drug allergy, immune deficiencies, etc).
6. Be able to successfully identify signs and symptoms of the more uncommon disorders in the field (hereditary angioedema, systemic mastocytosis, allergic bronchopulmonary aspergillosis, Churg-Strauss syndrome, hypereosinophilic syndrome, periodic fever syndromes, etc).
7. Understand the indications and potential adverse effects of commonly used therapies.
8. Communicate and work effectively with the outpatient team and with patients, as well as their families.

Schedule of Activities

Students will be working in the outpatient allergy/immunology offices from roughly 8 AM – 5 PM, Mon – Fri.
Students will be expected to evaluate both pediatric and adult patients, present the history & physical, and be
an active participant in developing an appropriate plan for diagnostic testing and medical management.

**Didactic Activities**

Students will be expected to attend the weekly allergy/immunology division conference on Wednesdays from 7:30 – 8:30 AM as well as the weekly division grand rounds on Thursdays from 8:00 – 9:00 AM.

**Required Reading**

Students will be provided with up-to-date literature and will also have access to Middleton’s Allergy: Principles and Practice, 7th ed.

**Student Evaluations**

Students will discuss their elective experience with the course director and will be given direct, verbal feedback. To satisfactorily pass the elective, students must fulfill the expected activities, attend the required didactic sessions, and demonstrate they have achieved the stated learning objectives.
**Course Information**

Contact Person  
Vicki Perry 273.1812, Vicki_Perry@urmc.rochester.edu,

Class Year Name  
Child and Adolescent Psychiatry

Class Code  
PSY606

Elective Tags  
Consultation Service, Inpatient Service, Patient Care, Teaching

Block Length  
4 weeks or negotiable

Students  
2

Prerequisites  
PSY300 Psychiatry Clerkship

An elective experience is sometimes “split” by these weeks. Is it okay to split?  
Yes

Available to the following medical students:  
3rd Year, 4th Year, International Visiting, Student Fellow, Visiting

Where should students report?  
Discuss in advance with Dr. Scharf

What time should students report?  
Discuss in advance with Dr. Scharf

Who should they report to?  
Discuss in advance with Dr. Scharf

**Goal**

**All psychiatry electives must be approved in advance by the elective director, Michael Scharf, MD, and course coordinator, Vicki Perry**

Students will acquire basic skills for the child and adolescent psychiatric work-up, and understand the role of the child psychiatrist both as a primary caregiver and as a consultant involved in the patient care team.

**Learning Objectives**

By the end of the rotation the student should be able to:

- Interact with children/adolescents and their families, obtain full psychiatric history, and complete a written psychiatric evaluation.
- Understand basic psychopathology in children and adolescents, including mood disorders and developmental disorders.
- Demonstrate basic understanding of treatments in child and adolescent psychiatry, including
psychotherapies (individual, group, family; supportive and behavioral) and pharmacological treatments.

- Understand the systems that provide psychiatric and related care services to children, adolescents, and their families.

**Schedule of Activities**

The student will observe and participate in diagnostic evaluations, treatment team meetings, and group, family, and individual therapies. Specific site/service assignments will be based on student interest and availability; potential options include the Pediatric Psychiatry Consultation and Liaison Team (Golisano Children's Hospital), Child and Adolescent Outpatient Service, Child and Adolescent Partial Hospital Service, and Child and Adolescent Inpatient Service (or a combination thereof).

**Didactic Activities**

Students will meet individually with his/her preceptor to discuss patients, write-ups, and topics of mutual interest. Students may attend seminars from the Child & Adolescent Psychiatry Fellowship: exact details and schedules dependent on interest and availability.

Students are expected to complete an independent study project and present it to the clinical team they are working with by the end of their rotation. Most students prepare and present a 30 minute Powerpoint presentation, but specific details are individualized based on the nature of the project and will be determined with Rotation Preceptor.

**Required Reading**


Additional articles provided by preceptors and therapists related to cases seen.

**Student Evaluations**

Clinical evaluations by preceptor and other clinicians with whom the student works.
Course Information

Course Director
Mani Abraham Kurien M.B.B.S.
Contact Person
Vicki Perry, vicki_perry@urmc.rochester.edu, 273.1812,
Class Year Name
Inpatient Psychiatry
Class Code
PSY610
Elective Tags
Inpatient Service, Patient Care, Teaching
Block Length
2 weeks
Students
1
Prerequisites
PSY300 Psychiatry Clerkship
An elective experience is sometimes "split" by these weeks. Is it okay to split?
Yes
Available to the following medical students:
3rd Year, 4th Year, International Visiting, Visiting
Where should students report?
Discuss in advance with Dr. Kurien
What time should students report?
Discuss in advance with Dr. Kurien
Who should they report to?
Discuss in advance with Dr. Kurien

Goal

** All psychiatry electives must be approved in advance by the course director, Leslie Tomek, MD, and course coordinator, Vicki Perry **

To gain experience and skills in evaluating and caring for patients admitted to acute psychiatric services

Learning Objectives

The student will be able to:

- Gather a complete clinical database for psychiatric inpatient unit, including patient interview and mental status examination, discuss with collateral informants as indicated, and record review.
- Present the clinical databases in oral and written formats
- Generate and discuss a differential diagnosis and formulation
• Help implement needed treatments as a part of multidisciplinary inpatient care team.

**Schedule of Activities**

The emphasis is on active participation in all aspects of patient care. Students will work a minimum of 8:00 a.m. - 5:00 p.m. 5 days/week. The student will be assigned to a specific inpatient unit, based on planning with the course director, available options including general psychiatry, MICA (Mental Illness-Chemical Abuse), geriatrics and neuropsychiatry, and child and adolescent.

**Didactic Activities**

Students will be expected to read about and discuss the learning objectives with their inpatient attending. They will attend Psychiatry Grand Rounds (Thursdays 12:00 - 1:00 p.m.)

**Required Reading**

Case-based reading assignments will be taken from Synopsis of Psychiatry 8th edition (Kaplan and Sadock), as well as from case-based review of primary literature.

**Student Evaluations**

Students will be evaluated by their inpatient attending psychiatrist. To receive a grade of pass, the student must demonstrate achievements of the learning objectives to the course director, based on receiving a satisfactory clinical evaluation.
Course Information

Course Director
Jennifer Hope Richman M.D.
Contact Person
Vicki Perry, 273.1812 vicki_perry@urmc.rochester.edu Barb Olesko, 275.4336 Connie Smith, 275.3592
Class Year Name
Consultation Psychiatry
Class Code
PSY612
Elective Tags
Consultation Service, Inpatient Service, Patient Care, Teaching
Block Length
By arrangement. Minimum of two full weeks.
Students
1
Prerequisites
PSY300 Psychiatry Clerkship
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year, International Visiting, Visiting
Where should students report?
By arrangement with Dr. Richman
What time should students report?
By arrangement with Dr. Richman
Who should they report to?
By arrangement with Dr. Richman

Goal

**All psychiatry electives must be approved in advance by the elective director, Jennifer Richman, MD, and coordinator, Vicki Perry**

To gain skills in diagnosing and treating various psychiatric disorders that occur in the general hospital; to develop skills functioning as a psychiatric consultant in this setting.

Learning Objectives

By the end of the rotation the student should be able to become more comfortable with:

- the evaluation and management of depression in the medically ill
- the interactions between medical illness and psychiatric symptoms
- neuropsychiatric disorders such as delirium and dementia, somatoform disorders, suicidal behavior, anxiety or agitation with medically ill patients
- the use and management of psychopharmacologic agents in the elderly or medically ill
- the assessment of capacity in such patients.
**Schedule of Activities**

Evaluation of new patients and follow-up of existing patients in outpatient clinics and in the hospital with attending and team rounds daily. There is a thorough review of all new consults and live interview of the patients by the attending or nurse practitioner as appropriated by our Triage nurse. Daily case discussion rounds and distribution of new consults occurs twice daily at 9:00 am and 1:00 pm, or in the interval as needed.

**Didactic Activities**

Departmental Grand Rounds weekly, Thursdays, 12:00 - 1:00 pm.
Daily case-based and bedside teaching.

**Required Reading**

Handouts given at orientation, access to DSM V (print or online).

**Recommended Reading**

* Concise Guide to Consultation Psychiatry  (Rundell and Wise)
* Psychiatry Mentor  (Privitera and Lyness)

**Student Evaluations**

Mid-rotation feedback by student's preceptor. End of rotation review. Daily assessment of the student's ability to collect data, present it coherently, discuss clinical reasoning and decision-making with each case. A written evaluation with grade will be rendered by the preceptor at the end of the elective. There is also 360 input from Nurse Practitioners.
Course Information

Course Director  
Telva E. Olivares M.D.  
Contact Person  
Vicki Perry, 273.1812 vicki_perry@urmc.rochester.edu  
Class Year Name  
Emergency Psychiatry  
Class Code  
PSY615  
Elective Tags  
Consultation Service, Inpatient Service, Patient Care, Teaching  
Block Length  
Variable by arrangement  
Students  
1  
Prerequisites  
PSY300 Psychiatry Clerkship  
An elective experience is sometimes "split" by these weeks. Is it okay to split?  
No  
Available to the following medical students:  
3rd Year, 4th Year, International Visiting, Visiting  
Where should students report?  
Arrange in advance with Dr. Olivares  
What time should students report?  
By arrangement with Dr. Olivares  
Who should they report to?  
By arrangement with Dr. Olivares

Goal

"All psychiatry electives must be approved in advance by the elective director, Glenn Currier, MD and coordinator, Vicki Perry"

To gain experience and skills in rapid and accurate assessment of patients presenting to a psychiatric emergency room

Learning Objectives

By the end of the rotation the student should be able to:

- Gather a complete clinical database for a psychiatric emergency room visit, including patient interviews and mental status examination, discussion with collateral informants as indicated and record review.
- Present the clinical database in highly focused oral and written formats.
- Generate and discuss a differential diagnosis and formulation.
- Discuss the recommendations and treatment options provided to the patient.
**Schedule of Activities**

The emphasis is on active participation in all aspects of the patient evaluations. Students will work a minimum of 5 shifts/week, a combination of day and evening shifts to be scheduled on an individual basis.

**Didactic Activities**

Students are expected to read about and discuss the learning objectives with the psychiatric emergency room faculty, residents, and staff during their clinical day. They will attend Psychiatry Grand Rounds, Thursdays 12:00 - 1:00 p.m. This is an active research site, and there are numerous opportunities for medical students to engage in research activities if desired.

**Required Reading**

Case-based reading assignments will be taken from Synopsis of Psychiatry 9th edition (Kaplan and Sadock), as well as from case-based review of primary literature.

**Student Evaluations**

Students will be evaluated by faculty for each shift worked, as well as by the course director. To receive a grade of pass, the student must demonstrate achievement of the learning objectives to the course director, based partly on receiving satisfactory clinical evaluations from their attending and residents.
Course Information

Contact Person
Vicki Perry, 273.1812 vicki_perry@urmc.rochester.edu
Class Year Name
Geriatric Psychiatry
Class Code
PSY616
Elective Tags
Consultation Service, Inpatient Service, Patient Care, Teaching
Block Length
By arrangement. Minimum of two weeks
Students
1
Prerequisites
PSY300 Psychiatry Clerkship
An elective experience is sometimes "split" by these weeks. Is it okay to split?
Yes
Available to the following medical students:
3rd Year, 4th Year, International Visiting, Visiting
Where should students report?
Arrange in advance with Dr. John
What time should students report?
Arrange in advance with Dr. John
Who should they report to?
Arrange in advance with Dr. John

Goal

** All psychiatry electives must be approved in advance by the elective director, Elizabeth Santos, MD and coordinator, Vicki Perry **

The purpose of this elective is to give the student knowledge and clinical skills related to the assessment and treatment of mental disorders in older adults.

Learning Objectives

1. The student will understand the broad range of psychopathology manifested in older adults, and the range of treatment options available to such patients, including how such conditions and their treatments may differ from those in younger adults.

2. The student will gain experience and skills in working with selected geriatric patient populations, including mood disorders, cognitive disorders, and disorders secondary to general medical conditions, as seen in inpatient, outpatient, and consultative settings.

Schedule of Activities

Depending on each student's specific interests, an individualized schedule will be created that will include...
supervised clinical experiences together with a program of seminars and guided independent readings. Block length: 2 - 4 weeks.

**Didactic Activities**

As per above; didactics will be chosen from our program's broad range of clinical and research seminars and case conferences.

**Required Reading**

Individualized reading list from primary literature, together with relevant chapters from geriatric psychiatry texts such as the American Psychiatric Publishing Textbook of Geriatric Psychiatry (Blazer, Steffens, Busse, eds).

**Student Evaluations**

Evaluation form completed by supervisor(s) at the end of the rotation; feedback given on an ongoing basis during the rotation.
PSY617 Forensic Psychiatry

Course Information

Contact Person
Vicki Perry 273.1812 vicki_perry@urmc.rochester.edu
Class Year Name
Forensic Psychiatry
Class Code
PSY617
Elective Tags
Consultation Service, Inpatient Service, Patient Care, Teaching
Block Length
2-4 wks
Students
1
Prerequisites
PSY300 Psychiatry Clerkship
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year, International Visiting, Visiting
Where should students report?
by arrangement with Dr. Ciccone
What time should students report?
by arrangement with Dr. Ciccone
Who should they report to?
by arrangement with Dr. Ciccone

Goal

** All psychiatry electives must be approved in advance by the elective director, Dr. Ciccone, and coordinator, Vicki Perry **

The purpose of this elective is to give the student knowledge and clinical skills related to the care and treatment of patients in forensic psychiatric settings.

Learning Objectives

The student will be able to:

- Gain experience and basic skills in working with psychiatric patients who have involvement with the legal system
- Gather a complete clinical database for forensic psychiatric inpatient/outpatient unit, including patient interview and mental status examination, discuss with collateral informants as indicated and record review
- Present the clinical databases in oral and written formats
- Generate and discuss a differential diagnosis and formulation
**Schedule of Activities**

The student will work closely with the Forensic Psychiatry Fellows and rotate to the Forensic Psychiatry rotation sites at Rochester Psychiatric Center's Regional Forensic Unit; Monroe County Sociolegal Center and Wayne Behavioral Health.

**Didactic Activities**

The student will participate in psychiatry and law seminars, landmark case seminars and clinical case conferences that occur during the student's rotation.

**Required Reading**

Individualized reading list from primary literature, relevant chapters from Forensic Psychiatry texts and Landmark Cases supplied in the American Academy of Psychiatry and the Law's Landmark Cases, Volumes I - III, as appropriate to the seminars.

**Student Evaluations**

Evaluation form completed by supervisor(s) at the end of the rotation; feedback given on an ongoing basis during the rotation.
**Course Information**

Course Director  
Marsha N. Wittink M.D., M.B.E.

Contact Person  
Vicki Perry, 273.1812 vicki_perry@urmc.rochester.edu

Class Year Name  
Inpatient Medicine-Psychiatry

Class Code  
PSY621

Elective Tags  
Inpatient Service, Multidisciplinary, Patient Care, Teaching

Block Length  
2 wks

Students  
1

Prerequisites  
(ALL) MED300 Medicine Clerkship, PSY300 Psychiatry Clerkship

An elective experience is sometimes "split" by these weeks. Is it okay to split?  
No

Available to the following medical students:  
3rd Year, 4th Year, International Visiting, Visiting

Where should students report?  
Arrange in advance with Dr. Wittink

What time should students report?  
Arrange in advance with Dr. Wittink

Who should they report to?  
Arrange in advance with Dr. Wittink

Goal

** All psychiatry electives must be approved in advance by the elective director, Marsha Wittink, MD, and coordinator, Vicki Perry **

Goal:

To gain experience and skills in evaluating and caring for patients with acute medical conditions complicated by co-existing mental illness and/or disordered behaviors.

Inpatient rotation in the Medicine in Psychiatry Unit (1-9200), a 20-bed medical unit caring for the acute medical needs of patients with psychiatric and/or behavioral co-morbidities. The student will be responsible for the medical/psychiatric care delivered to patients under the supervision of the unit attending physicians.

Learning Objectives

By the end of the rotation the student should be able to:
• Gather and complete the clinical database relevant for an acute medical unit, including interview, physical assessment, and discussion with collateral informants as indicated, and record review
• Present the clinical database in oral and written formats to the attending
• Generate and discuss a differential diagnosis and formulation that will help guide treatment
• Help implement needed and appropriate treatments including behavioral plans as part of a multidisciplinary inpatient care team

**Schedule of Activities**

The emphasis is on active participation in all aspects of patient care. Students will work a minimum of 8:00 am - 5:00 pm, 5 days/week and one day (either Saturday or Sunday) every other weekend as determined by the attending. The student will be assigned to 1-9200 unit and will generally work with one main teaching attending although several other attending and midlevel providers participate on the service.

**Didactic Activities**

Students will attend Psychiatry Grand Rounds (Thursday, 12:00 - 1:00 pm) and Medicine Grand Rounds (Tuesday, 8:00 - 9:00 am). There are daily rounds with students and residents and the student will be asked to give a presentation and/or work on a small project related to their experience.

**Required Reading**

Case-based reading assignments will be taken from Harrison's Principle of Internal Medicine and Up-To-Date, as well as from case-based primary literature.

**Student Evaluations**

Students will be evaluated by their inpatient attending. To receive a grade of pass, the student must demonstrate achievements of the learning objectives to the course director, based on receiving satisfactory clinical evaluations.
PSY622 Outpatient Psychiatry

**Course Information**

Contact Person
Vicki Perry, Coordinator: 273.1812 vicki_perry@urmc.rochester.edu
Class Year Name
Outpatient Psychiatry
Class Code
PSY622
Elective Tags
Consultation Service, Outpatient Service, Patient Care, Teaching
Block Length
2 weeks
Students
1
Prerequisites
PSY300 Psychiatry Clerkship
An elective experience is sometimes “split” by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year, International Visiting, Visiting
Where should students report?
By arrangement with Dr. Weisman
What time should students report?
By arrangement with Dr. Weisman
Who should they report to?
By arrangement with Dr. Weisman

**Goal**

**All Psychiatry Electives must be approved in advance by the elective director, Sue DiGiovanni, MD and coordinator, Vicki Perry**

To gain understanding and experience in diagnosing and treating various psychiatric disorders in an outpatient setting utilizing different modalities of treatment and community resources.

**Learning Objectives**

The student will be able to:

- learn assessment and management of psychiatric disorders of all age groups in different ambulatory settings
- understand the differences in the ambulatory system versus other service systems within a behavioral health care setting
- understand the role of psychiatrist and different models of care in ambulatory settings
Schedule of Activities

Half day supervised clinics at Older Adults Clinic, Child Outpatient Clinic, Adult Ambulatory Clinic (Strong Ties, General Adult Ambulatory), and nursing home consultation

Didactic Activities

Varies per clinic site

Required Reading

DSM-IV: Synopsis of Psychiatry; additional recommended readings available at service sites

Student Evaluations

Mid-rotation feedback. A written evaluation will be completed by the preceptor at the end of the elective. End of rotation review.
**Course Information**

Course Director  
David M. Garrison M.D.  
Contact Person  
Vicki Perry, 273.1812 vicki_perry@urmc.rochester.edu  
Class Year Name  
Collaborative Problem Solving  
Class Code  
PSY623  
Elective Tags  
Patient Care, Research-Basic science, Research-Clinical, Teaching  
Block Length  
2 weeks  
Students  
1  
Prerequisites  
PSY300 Psychiatry Clerkship  
An elective experience is sometimes "split" by these weeks. Is it okay to split?  
Yes  
Available to the following medical students:  
3rd Year, 4th Year, International Visiting, Visiting  
Where should students report?  
by arrangements with Dr. Garrison  
What time should students report?  
by arrangement with Dr. Garrison  
Who should they report to?  
by arrangement with Dr. Garrison

**Goal**

**This elective is no longer available**

**Learning Objectives**

By the end of the elective, the student will be able:

- To learn and apply the CPS techniques of de-escalating children with severe aggression
- To learn and apply the CPS techniques of skill building with children to help them anticipate their triggers and improve their vulnerabilities
- To teach families and other care providers, including teachers, the techniques of CPS to extend its use beyond the inpatient setting
Schedule of Activities

- Rounding with attending teaching team led by Dr. Garrison in the mornings
- Post-rounding with patients with focus on the use of Proactive Plan B and a Pathways Report Card
- Participating in daily programming with nurses and psychiatric technicians
- Working with treatment team in direct work with families and others on the implementation of CPS techniques beyond the inpatient setting

Didactic Activities

- Attending didactics with 1st year Child and Adolescent Psychiatry Fellows
- Classic Readings and Formulation Seminar 9:00 AM - 12:00 PM Thursdays
- Department Grand Rounds 12 - 1 PM Thursdays

Required Reading


Student Evaluations

Narrative evaluation from Dr. Garrison at completion of elective
Course Information

Course Director
Jennifer J. Findeis-Hosey M.D.
Contact Person
Ildiko Nagy 273-3143; Ildiko_Nagy@urmc.rochester.edu
Class Year Name
Surgical Pathology
Class Code
PTH602
Elective Tags
Consultation Service, Patient Care, Research-Basic science
Block Length
2 or 4 weeks
Students
2
An elective experience is sometimes “split” by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year
Where should students report?
Surgical Pathology (G-5204)
What time should students report?
8:30A
Who should they report to?
Ildiko Nagy

Goal

The goal of this rotation is to give students an expanded view of medicine through a greater understanding of Pathology. Students will work closely with the Surgical Pathology faculty, staff, and residents at Strong Memorial Hospital. Time will be spent in the gross room examining surgical specimens, at the frozen section bench, and actively participating in the workup of surgical pathology specimens within our subspecialty practice. To further enhance their learning during the rotation, students will attend didactic conferences with Pathology residents and submit a short written summation of an interest case that they encountered. Exposure to an autopsy is available if desired.

Learning Objectives

By the end of the rotation the student should be able to:
Make basic pathological diagnoses.
Understand the process by which a pathologist acts as a consultant to the clinician and the interactive process involved.

Schedule of Activities

The hours of the rotation are 8 a.m. to approximately 5 p.m. For a two week rotation, students will typically spend 2-3 days observing grossing in of specimens and frozen sections. Students who commit to a four week rotation will spend additional time in the gross room and will be allowed to gross in specimens under close supervision. Students will spend the remainder of their rotation working with residents, fellows, and faculty in
our subspecialty sign-out system, where they will participate in the formulation of pathologic diagnoses. Exposure to an autopsy is available upon request. Didactic conferences with the pathology residents are available most days at 8 a.m. and at noon.

**Didactic Activities**

Numerous pathology teaching conferences are available for rotating medical students in conjunction with our residency program. These teaching conferences encompass both anatomic and clinical pathology and involve interactive didactics at the multi-headed microscope, unknowns sessions, and gross organ specimen review in the autopsy suite.

Students additionally receive one-on-one case-related teaching from residents, fellows, and faculty members as they work to formulate pathologic diagnoses in our daily clinical practice.

**Required Reading**

Students are given access to our extensive collection of pathology textbooks, which are available for review as they formulate diagnoses for the cases that they are exposed to.

**Student Evaluations**

Rotating students will be evaluated by faculty and PAs that they work with. They will be evaluated in reference to attendance on the rotation, their understanding of the various policies and procedures involved in surgical pathology, their grossing and diagnostic skills (when applicable), and their final written case summation.
Course Information

Contact Person
Ildiko Nagy 273-3143 Ildiko_Nagy@urmc.rochester.edu
Class Year Name
Clinical Pathology
Class Code
PTH603
Elective Tags
Consultation Service, Patient Care, Research-Basic science
Block Length
2 or 4 weeks
Students
1
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year
Where should students report?
Ildiko Nagy (G-5204)
What time should students report?
8:30A
Who should they report to?
Ildiko Nagy

Goal

The goal of this rotation is to give students an expanded view of medicine through a greater understanding of Pathology. Students will work closely with Pathology faculty, staff, and residents at Strong Memorial Hospital. Students will work with the Course Director/Co-Director to create a schedule which may encompass time on the Transfusion Medicine, Coagulation, Clinical Chemistry, Microbiology and/or Hematopathology services. To further enhance their learning during the rotation, students will attend didactic conferences with Pathology residents and submit a short written summation of an interest case that they encountered.

Learning Objectives

Will be determined by student and course director depending on rotation composition/areas of focus.

Schedule of Activities

The hours of the rotation are 8 a.m. to approximately 5 p.m. The schedule of activities will vary depending on the areas that the student rotates through, but may include the following:
- Attendance at Blood Bank morning laboratory rounds.
- Working with Pathology residents to triage clinical issues involving the Blood Bank and Chemistry laboratories.
- Reviewing of Hematopathology cases, including formulation of diagnoses.
Didactic conferences with the pathology residents are available most days at 8 a.m. and at noon.

Didactic Activities

Numerous pathology teaching conferences are available for rotating medical students in conjunction with our
residency program. These teaching conferences encompass both anatomic and clinical pathology. Students additionally receive one-on-one case-related teaching from residents, fellows, and faculty members.

**Required Reading**

Although there is no required reading, reference books are available on all rotations for the medical student to access.

**Student Evaluations**

Rotating students will be evaluated by faculty that they work with. They will be evaluated in reference to attendance on the rotation, their understanding of the various policies and procedures within Pathology, diagnostic skills (when applicable), and their final written case summation.
Course Information

Course Director
Jennifer J. Findeis-Hosey M.D.
Contact Person
Ildiko Nagy 273-3143; Ildiko_Nagy@urmc.rochester.edu
Class Year Name
Anatomic Pathology
Class Code
PTH605
Elective Tags
Consultation Service, Patient Care, Research-Basic science
Block Length
4 weeks
Students
2
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year, Visiting
Where should students report?
Surgical Pathology (G-5204)
What time should students report?
8:30A
Who should they report to?
Ildiko Nagy

Goal

The goal of this rotation is to give students an expanded view of medicine through a greater understanding of Pathology. Students will work closely with Pathology faculty, staff, and residents at Strong Memorial Hospital. Students will work with the Course Director to create a schedule which may include time on Surgical Pathology, Autopsy Pathology, and Neuropathology. To further enhance their learning during the rotation, students will attend didactic conferences with Pathology residents and submit a short written summation of an interest case that they encountered.

Learning Objectives

By the end of the rotation the student should be able to:
Make basic pathological diagnoses.
Understand the process by which a pathologist acts as a consultant to the clinician and the interactive process involved.

Schedule of Activities

The hours of the rotation are 8 a.m. to approximately 5 p.m. The schedule of activities will vary depending on the areas that the student rotates through, but may include the following:

Surgical Pathology: For a two week rotation students will typically spend 2-3 days observing grossing in of specimens and frozen sections. Students who commit to a four week rotation will spend additional time in the gross room and will be allowed to gross in specimens under close supervision. Students will spend the
remainder of their rotation working with residents, fellows, and faculty in our subspecialty sign-out system, where they will participate in the formulation of pathologic diagnoses.

Autopsy or Neuropathology: The student will be exposed to post mortem examinations and presentations of organs to the clinical attending, and participate in sign-out sessions with the attending pathologist.

Didactic conferences with the pathology residents are available most days at 8 a.m. and at noon.

**Didactic Activities**

Numerous pathology teaching conferences are available for rotating medical students in conjunction with our residency program. These teaching conferences encompass both anatomic and clinical pathology and involve interactive didactics at the multi-headed microscope, unknowns sessions, and gross organ specimen review in the autopsy suite.

Students additionally receive one-on-one case-related teaching from residents, fellows, and faculty members as they work to formulate pathologic diagnoses in our daily clinical practice.

**Required Reading**

Although there is no required reading, reference books are available on all rotations for the medical student to access.

**Student Evaluations**

Rotating students will be evaluated by faculty and PAs that they work with. They will be evaluated in reference to attendance on the rotation, their understanding of the various policies and procedures involved in Surgical Pathology/Neuropathology/Autopsy Pathology, their grossing and diagnostic skills (when applicable), and their final written case summation.
Course Information

Contact Person
Ildiko Nagy 273-3143 Ildiko_Nagy@urmc.rochester.edu
Class Year Name
Hematopathology
Class Code
PTH606
Elective Tags
Consultation Service, Patient Care, Research-Basic science
Block Length
2 or 4 weeks
Students
1
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year
Where should students report?
Surgical Pathology (G5204)
What time should students report?
8:30A
Who should they report to?
Ildiko Nagy

Goal

Working with our hematopathology faculty, fellow and residents, the medical student will have over-the-scope time, assess benign disorders, lymphomas, leukemias and myeloproliferative disease.

Schedule of Activities

Participate in mandatory conferences, sign-out with faculty/fellow in multi-headed scope room, attend interdisciplinary conferences.

Required Reading

Not required. Our training program uses Doctor Hsi’s Hematopathology textbook. This is available for the student to reference in the Hematopathology Unit.

Student Evaluations

The student will be evaluated using the ACGME competency guidelines.
Course Information

Course Director
Jennifer J. Findeis-Hosey M.D.
Contact Person
Ildiko Nagy 273-3143 Ildiko_Nagy@urmc.rochester.edu
Class Year Name
Forensic Pathology
Class Code
PTH607
Elective Tags
Research-Clinical
Block Length
2-4 wks
Students
1
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year
Where should students report?
Surgical Pathology (G-5204)
What time should students report?
8:30AM
Who should they report to?
Ildiko Nagy

Goal

Gain a deeper understanding of Forensic Pathology while rotating at the Monroe County Medical Examiners' Office.

Learning Objectives

Gain a deeper understanding of Forensic Pathology while rotating at the Monroe County Medical Examiners' Office.

Schedule of Activities

Observe autopsies at the Monroe County Medical Examiners' Office (MEO). Students may have opportunities to visit scenes or attend court to observe case-related trials. Given the legal nature of the work performed at the MEO, this is an observation-only rotation.

Didactic Activities

No formal didactic activities.

Required Reading

No required reading.
Student Evaluations

ACGME guidelines will be used as a benchmark.
Course Information

Contact Person
Julie Bissonnette, Medical Student Curriculum Coordinator; (585)-273-5476; julie_bissonnette@urmc.rochester.edu.
Class Year Name
General Radiology
Class Code
RAD602
Elective Tags
Consultation Service, Inpatient Service, Multidisciplinary, Outpatient Service, Patient Care, Primary Care, Research-Clinical
Block Length
2 Weeks
Students
4
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year, International Visiting, Visiting
Where should students report?
Students will be instructed where to report prior to the start of the rotation.
What time should students report?
Varies, but typically 8:00 am or earlier on the first day.
Who should they report to?
Julie Bissonnette; Imaging Sciences, Room 3-4330.

Goal

The goal of the General Radiology elective is to allow the medical student to develop an appreciation of the complexity of diagnostic imaging including an understanding of the types of studies which are available and the information they can provide.

The General Radiology elective is structured to provide an overview of the breadth of diagnostic imaging, invasive radiology, and an introduction to the fundamentals of diagnostic radiology. This includes the basics of chest, skeletal, gastrointestinal, and genitourinary system imaging, and introduces angiography, nuclear medicine, magnetic resonance imaging, computed tomography, ultrasound, and neuroradiology.

It is not the purpose of the elective to have the student become a skilled interpreter of imaging studies. A familiarity will be established, but directed to the use of the technologies involved.

Learning Objectives

The learning objectives of this elective are to assist the medical student in:

- Developing an understanding of the differences between, and interactions among, each of the imaging specialties and the operation of these radiologic subspecialties in the context of modern radiologic and medical practice.
- Learning basic plain film and CT interpretation and becoming familiar with sonography and MR, and recognizing limitations in knowledge and understanding of radiological interpretation.
Gaining an understanding of the diagnostic limitations of imaging studies and how these parameters affect patient care, clinical indications for obtaining studies, the relative risk/benefit of certain radiologic procedures, and the basic technical aspects of how examinations are performed.

**Schedule of Activities**

During the elective, the student's major assignment will be to observe image interpretation and various procedures in the assigned radiology imaging suite(s).

In the morning, there will be patient case reviews by the residents and attending radiologists.

Students will be given the opportunity to participate in an ultrasound activity session and observe a sonographer.

Attendance at the daily radiology resident conferences and selected tumor board conferences is not required but is strongly encouraged.

Daily evaluations from the faculty, fellows, and/or residents that the medical student works with are required. It is the student's responsibility to secure the evaluations and submit them to the elective coordinator upon completion of the elective.

The medical student will be responsible to write and present one interesting patient case that has been observed, and submit the write-up to the elective coordinator upon completion of the elective. The case write-up should include:

- Indications for exam radiologic findings.
- Patient history interpretation of findings.
- Type of exam performed.
- Differential diagnosis
- Diagnostic options follow-up.
- Key images (include copies of films)
- Appropriate literature references.

**Didactic Activities**

- Daily resident conference (12:00 - 1:30PM)
- Selected tumor board conferences

**Required Reading**

Recommended:

- Essential Radiology by Richard B. Gunderman
- Radiology Made Ridiculously Simple by Patrice Tetreault, MD
- Squire's Fundamentals of Radiology Sixth Edition by Robert Novelline

**Student Evaluations**

Daily evaluations from the faculty, fellows, and/or residents that medical students work with are required in order to receive a grade for the elective. Students are responsible to obtain the evaluations and submit them to the elective coordinator upon completion of the elective.

Preceptors evaluate students on the basis of attendance and interest as well as on their communication,
interpersonal, and professional skill set. Other criteria for evaluation include participation in patient case history sessions and the scope of medical knowledge as shown by involvement in the interesting case session.
Course Information

Course Director
Vaseem U. Chengazi M.D., Ph.D.
Contact Person
Shirley Tracey, x5-4741, shirley_tracey@rochest
Class Year Name
Nuclear Medicine
Class Code
RAD603
Elective Tags
Patient Care
Block Length
Negotiable
Students
2
An elective experience is sometimes “split” by these weeks. Is it okay to split?
Yes
Available to the following medical students:
3rd Year, 4th Year, International Visiting, Visiting
Where should students report?
G-3207
What time should students report?
8:00 a.m.
Who should they report to?
Receptionist

Goal

To understand the basics for the clinical application of diagnostic and therapeutic nuclear medicine procedures to the patient population.

Learning Objectives

By the end of the rotation the student should be able to:
?Understand the clinical basics for functional imaging in diagnostic nuclear medicine procedures such as bone scans, infectious disease localization, papillary studies, cardiac procedures, ventilation perfusion scan and tumor and endocrine imaging.
?Establish an understanding of the basic requirements for radiation safety for workers and patients.
?Be able to describe the differences in approach and calculation of dose for various radioisotopic therapeutic procedures.
?Develop at least a basic approach to the evaluation of the correlated and competitive modalities in their application to various disease states.

Schedule of Activities

During the morning, the students will participate in a basic activity with the residents and attending faculty in the diagnostic/therapeutic clinic activity. In the afternoons, students will be expected to participate in the daily reading/instructional session from 2:30-5:00 p.m. in which the day’s caseload is used as a springboard for discussion of diagnostic and therapeutic problems and applications. Students will also be expected to
participate in the routine conference schedule of both the Division of Nuclear Medicine and the Department of Radiology.

**Didactic Activities**

Regular conference schedule of Nuclear Medicine and Imaging Sciences.

**Required Reading**

A Clinician's Guide to Nuclear Medicine. Edited by Andrew Taylor, M.D., and David M. Schuster and Naomi Alazraki

**Student Evaluations**

Student evaluations will be collated by the course director utilizing reports from both attending and resident faculty as to student participation and development.
Course Information

Contact Person
Julie Bissonnette, Medical Student Curriculum Coordinator; (585)-273-5476; julie_bissonnette@urmc.rochester.edu.

Class Year Name
Subspecialty Radiology

Class Code
RAD610

Elective Tags
Consultation Service, Inpatient Service, Multidisciplinary, Outpatient Service, Patient Care, Primary Care, Research-Clinical

Block Length
2 Weeks

Students
1

Prerequisites
RAD602 General Radiology

An elective experience is sometimes "split" by these weeks. Is it okay to split?
No

Available to the following medical students:
3rd Year, 4th Year, International Visiting, Visiting

Where should students report?
Students will be directed where to report prior to the start of the rotation.

What time should students report?
Varies, but typically 8:00 am or earlier on the first day.

Who should they report to?
Julie Bissonnette; Imaging Sciences, Room 3-4330.

Goal

This elective is intended for students who are either preparing for a career in radiology or have a particular interest in a subspecialty area of radiology. Completion of the General Radiology elective is a prerequisite.

Learning Objectives

At the completion of the elective, the student should be able to increase understanding of diagnostic radiology subspecialties by supplementing exposure to radiology from didactic material taught in the first two years of medical school as well as from the General Radiology elective. This includes:

- Identifying indications for exams based on clinical, lab, and prior radiographic information.
- Describing how the exam is performed and necessary patient preparations.
- Identifying what alternative diagnostic procedures exist.
- Understanding the general principles of interpretation.
- Following up on clinical outcome.

Schedule of Activities
During the elective, the student's major assignment will be to observe image interpretation and various procedures in the assigned radiology imaging suite(s).

In the morning, there will be patient case reviews by the residents and attending radiologists.

Students will be given the opportunity to participate in an ultrasound activity session and observe a sonographer.

Attendance at the daily radiology resident conferences and selected tumor board conferences is not required but is strongly encouraged.

Daily evaluations from the faculty, fellows, and/or residents that the medical student works with are required. It is the student's responsibility to secure the evaluations and submit them to the elective coordinator upon completion of the elective.

The medical student will be responsible to write and present one interesting patient case that has been observed, and submit the write-up to the elective coordinator upon completion of the elective. The case write up should include:
• Indications for exam radiologic findings.
• Patient history interpretation of findings.
• Type of exam performed.
• Differential diagnosis
• Diagnostic options follow-up.
• Key images (include copies of films)
• Appropriate literature references.

Didactic Activities

• Daily resident conference (12:00 - 1:30 PM)
• Selected tumor board conferences

Required Reading

Recommended:
• Essential Radiology by Richard B. Gunderman
• Radiology Made Ridiculously Simple by Patrice Tetreault, MD
• Squire's Fundamentals of Radiology Sixth Edition by Robert Novelline

Student Evaluations

Daily evaluations from the faculty, fellows, and/or residents that medical students work with are required in order to receive a grade for the elective. Students are responsible to obtain the evaluations and submit them to the elective coordinator upon completion of the elective.

Preceptors evaluate students on the basis of attendance and interest as well as on their communication, interpersonal, and professional skill set. Other criteria for evaluation include participation in patient case history sessions and the scope of medical knowledge as shown by involvement in the interesting case session.
RAD668 Interventional Radiology Elective

Course Information

Contact Person
Julie Bissonnette, Medical Student Curriculum Coordinator; (585)-273-5476; julie_bissonnette@urmc.rochester.edu

Class Year Name
Interventional Radiology Elective

Class Code
RAD668

Elective Tags
Consultation Service, Inpatient Service, Multidisciplinary, Outpatient Service, Patient Care, Research-Clinical

Block Length
2 Weeks

Students
1

An elective experience is sometimes "split" by these weeks. Is it okay to split?
No

Available to the following medical students:
3rd Year, 4th Year, International Visiting, Visiting

Where should students report?
Students will be instructed where to report prior to the start of the elective.

What time should students report?
Varies, but typically 7:30 am or earlier on the first day.

Who should they report to?
Julie Bissonnette; Imaging Sciences, Room 3-4330.

Goal

This elective is designed for students strongly interested in or committed to Interventional Radiology as a career. This is an immersive elective in the Interventional section where hands-on experience can be gained performing a diverse range of vascular and nonvascular image-guided, minimally invasive procedures. Students will work with residents, fellows, and attending radiologists performing interventions in almost all organ systems.

Learning Objectives

The learning objectives of this elective are to assist the medical student in:
• Introduction to radiologic vascular anatomy.
• Recognizing the benefits of interventional radiology procedures.
• Familiarization and discussion of indications of procedures.

Schedule of Activities

During the elective, the student's major assignment will be to observe/participate in various procedures in the Interventional Radiology imaging suites.

In the morning, there will be a patient case "huddle" with the residents, fellows, attending radiologists, and other interventional staff to discuss/review the scheduled patient cases.

Attendance at the daily radiology resident conferences and selected tumor board conferences is not required.
but is strongly encouraged.

Daily evaluations from the faculty, fellows, and/or residents that the medical student works with are required. It is the student's responsibility to secure the evaluations and submit them to the elective coordinator upon completion of the elective.

### Didactic Activities

- Daily resident conference (12:00 - 1:30 PM)
- Selected tumor board conferences

### Required Reading

Recommended:
- Case Review: Vascular and Interventional Imaging by Suresh Vedantham and Jennifer Gould
- Handbook of Interventional Radiologic Procedures Fourth Edition by Krishna Kandarpa and Lindsay Machan
- Squire's Fundamentals of Radiology Sixth Edition by Robert Novelline

### Student Evaluations

Daily evaluations from the faculty, fellows, and/or residents that medical students work with are required in order to receive a grade for the elective. Preceptors evaluate students on the basis of attendance and interest as well as on their communication, interpersonal, and professional skill set.

Students are responsible to obtain the evaluations and submit them to the elective coordinator upon completion of the elective.
**Course Information**

Contact Person  
Vanessa Miranda 585-275-3273  
Class Year Name  
Physical Medicine and Rehabilitation  
Class Code  
RHB600  
Elective Tags  
Inpatient Service  
Block Length  
2 - 4 weeks  
Students  
4
An elective experience is sometimes "split" by these weeks. Is it okay to split?  
Yes  
Available to the following medical students:  
3rd Year, 4th Year, International Visiting, Visiting  
Where should students report?  
Students should report to the inpatient rehabilitation unit on 5-1200 the first day of their elective for 830am meeting  
What time should students report?  
8:30 a.m.  
Who should they report to?  
5-1200 Inpatient Unit: Dr.Poduri

**Goal**

To develop an appreciation of the impact of disease and injury on function, and to understand the application of physical medicine approaches and rehabilitation strategies to the alleviation of functional impairments.

**Learning Objectives**

By the end of the rotation the student should be able to:  
Demonstrate proficiency in examination of the musculoskeletal system.  
Integrate neurologic and musculoskeletal findings into the development of functional assessments.  
Predict the nature of functional impairment resulting from specific neurologic or anatomic injuries.  
Understand the roles of each of the members of the rehabilitation team.  
Order appropriate tests as required to develop a musculoskeletal or neurologic diagnosis, as well as a rehabilitation diagnosis.  
Order appropriate therapeutic interventions based on functional diagnoses.  
Order appropriate interventions in the face of acute illness or injury to prevent unnecessary complications that frequently lead to disability.  
Describe the breadth of the field of PM&R, and discuss the roles of various settings, including acute inpatient, subacute/SNF and outpatient rehabilitation.

**Schedule of Activities**

This elective is designed with flexibility in mind. Inpatient, outpatient, or a combination of experiences are possible. The elective will focus on providing students with an education and an exposure of the broad field of Physical Medicine and Rehabilitation.
Students who desire to rotate on an inpatient service will become a part of the rehabilitation team, serving with a resident and an attending physician. Students will round with the team, as well as evaluate and manage their own patients. They will observe their patients as they undergo rehabilitation, gaining an understanding of the variety of therapeutic approaches used. Students assigned to SMH will see patients recovering from spinal cord injury, stroke, amputation, orthopaedic surgery, burns, multiple trauma and a variety of neurologic conditions. Students assigned to St. Mary’s will work with adult and pediatric patients recovering from traumatic brain injury, intracerebral hemorrhage, stroke, brain neoplasm, in addition to the rehabilitation diagnoses described for SMH.

Students who desire to rotate through the outpatient clinics will work with patients with a variety of needs including but not limited to: musculoskeletal injuries, electrodiagnostic consultation, pain management, post concussive syndrome, spinal cord injury, stroke, amputee care, arthritis, and the evaluation and management of rehabilitation needs in the outpatient setting. Clinic sites include SMH, St. Mary’s Hospital, Comprehensive Rehabilitation Center, Rochester Rehabilitation Center, and the VA Outpatient clinic.

**Didactic Activities**

Students will attend Rehabilitation Grand Rounds, journal club, and didactic sessions which occur on Thursday mornings.

**Required Reading**

Materials given on first day of rotation.

**Student Evaluations**

To receive a grade of satisfactory, students must see all assigned patients, write or dictate admission, discharge and progress reports in a timely fashion and demonstrate proficiency in the examination of their patients, with particular emphasis on the musculoskeletal and neurologic exams, in the evaluation of functional deficits and in the formulation of appropriate treatment plans. A faculty preceptor will observe each student, and the preceptor and student at the end of the rotation will complete a written evaluation.
SUR606 Surgical Intensive Care Unit

Course Information

Course Director
David Charles Kaufman M.D.
Contact Person
Marge Roberts, 273-1841, marjorie_roberts@urmc.rochester.edu
Class Year Name
Surgical Intensive Care Unit
Class Code
SUR606
Elective Tags
Inpatient Service
Block Length
4 weeks
Students
6
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year, International Visiting, Visiting
Where should students report?
8-3600
What time should students report?
An e-mail will be sent prior to beginning of elective with reporting instructions
Who should they report to?
Advance Practice Provider

Goal

To understand the pathophysiology of critically ill patients.

Learning Objectives

By the end of the rotation the student should be able to:

- Recognize critically ill patients and learn to prioritize problems.
- Explain fluid shifts and fluid management in critically ill patients.
- Solve acid/base problems.
- Understand when to use the different modalities of mechanical ventilation.
- Identify arrhythmias.
• Explain and use all the hemodynamic parameters which can be obtained from a pulmonary artery catheter.

• Identify the causes and manage hypoxia.

• Identify the causes and manage hypercarbia

• Identify the causes and manage oliguria.

• Appreciate the pharmacokinetics and pharmacodynamics of drugs used in the ICU.

• Identify and treat the various forms of shock.

• Write appropriate total parenteral nutrition/total enteral nutrition orders.

**Schedule of Activities**

Students participate in the daily rounds in the Intensive Care Unit. They follow and present patients to the ICU Attending and participate in all didactic sessions. You will be expected to take call approximately every third or fourth night. Nights that you take call you will work directly with the ICU residents. You will leave after morning rounds, or no later than 9:00 a.m.

**Didactic Activities**

Students participate in the daily lectures given in the unit by the ICU attending or fellow and selected personnel.

**Student Evaluations**

To receive a grade of Pass, the student must participate in ICU activities and present their assigned patients on rounds. If taken as a subinternship, additional requirements will be discussed with Dr. Kaufman directly.
SUR630 Vascular Surgery

Course Information

Contact Person
Julie K. Burkhart, 31712/Susan Edwards, 56772
Class Year Name
Vascular Surgery
Class Code
SUR630
Elective Tags
Inpatient Service, Patient Care, Teaching
Block Length
2 weeks preferred
Students
1
Prerequisites
SUR300 Surgery Clerkship
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year, International Visiting, Visiting
Where should students report?
Please contact Julie K. Burkhart before scheduling a visiting medical student at 273-1712!!
What time should students report?
They will be notified un advance where to report!!
Who should they report to?
Vascular surgery chief resident

Goal

To gain an appreciation of the principles of vascular surgery, and experience in the care of relatively sick surgical patients in general.

Learning Objectives

This is a clinical, "hands-on" rotation, where students will be expected to be a member of the normal operative team. Although rounds and patient care will be an integral part of the rotation, the student is expected and encouraged to spend as much of his or her time as possible in the operating room. If time and interest permits, outpatient office experience is available (particularly for students spending more time on the rotation), although the focus of this elective is inpatient care of sick patients.

By the end of this rotation, the student should be able to:
- Describe basic relevant clinical vascular anatomy
- Begin to understand basic concepts and decision-making in patients with vascular problems
- Gain experience in the acute management of pre- and postoperative surgical patients with a generally high level of acuity
- Be able to describe the basic vascular surgical procedures: Open and endovascular aortic surgery, carotid surgery, lower extremity bypass and amputation, and other operations

This rotation can be performed in two ways. Third-year students or those without extensive experience can do a two-week rotation. Fourth-year students or those interested in general or vascular surgery as a career are encouraged to spend four weeks with us on a formal subinternship. Although the student will work with and have the full support of the interns and housestaff, he/she will be encouraged to take primary responsibility for
his/her own patients, acting as their intern (with appropriate supervision and backup). Our goal is to have the student learn to perform at an intern’s level, the only difference being that he/she will have responsibility for fewer patients.

**Schedule of Activities**

As above, students will work as a member of the surgical team. Rounds generally begin at 6am, and the entire team meets informally at 6:45 to go over patient status and plans for the day, followed by conference at 7am. Surgery starts at 7:30 or 8am, with rounds taking place at 8am every day for those not in the operating rooms. Days end when the work is done, generally between 6 and 8pm. Evening call will not be required, but can easily be arranged if interest permits.

**Didactic Activities**

Mondays: 7am: Indications Conference

Wednesdays: 7am: Interventional Cardiology Conference (first of the month only), M+M otherwise

Thursdays: 7-10am: Grand Rounds, M+M, CPC, and Basic Science
5pm: "Big Boy Rounds," 7-1400 (interns, students present cases)

Fridays: 7am: Basic Science and Journal Club alternating

**Required Reading**

"Vascular Surgery" chapter in Schwartz, "Principles of Surgery." Additional sources can be assigned as individual interest permits

**Student Evaluations**

The student will be evaluated based on interest, attendance, and participation, and on whether he/she has accomplished the objectives discussed above.
SUR640 Comprehensive Burn Care

Course Information

Contact Person
Beth Jocolano/273-3656/beth_jocolano@urmc.rochester.edu
Class Year Name
Comprehensive Burn Care
Class Code
SUR640
Elective Tags
Patient Care
Block Length
2-4 weeks
Students
2
Prerequisites
SUR300 Surgery Clerkship
An elective experience is sometimes "split" by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year, Visiting
Where should students report?
Burn Center (3-2800) at 7:30 am the first Monday of the rotation. Ask to have the burn resident paged.
What time should students report?
0730
Who should they report to?
Dr. Derek Bell

Goal

This rotation will expose students to the pathophysiology, assessment, treatment and rehabilitation of the burn victim.

Learning Objectives

The purpose of this elective is to acquaint future physicians with a scientific and rational approach to wound care in these complex patients. Also, it is the intention of this course to dispel the frequently associated myths and fears associated with burn care. Students will also gain experience with surgical critical care including ventilator management, resuscitation and nutritional support as well as out-patient management of thermal injury.

Schedule of Activities

Students on this elective will be expected to be a part of the Burn Care Team. They will participate in intensive care delivery, wound management techniques, surgical procedures. They will also attend rounds, multi-disciplinary conferences and burn specific lectures.

Didactic Activities

Lectures are given on Tuesdays and during the week as time permits.
Required Reading

Will come from Total Burn Care (ed. Herndon) and the Burn Section from the American College of Surgeons Care of the Surgical Patient
Course Information

Contact Person
Julie K. Burkhart/273-1712/ julie_burkhart@urmc.rochester.edu
Class Year Name
Thoracic Surgery
Class Code
SUR650
Elective Tags
Inpatient Service, Patient Care, Teaching
Block Length
2 weeks preferred
Students
1
Prerequisites
SUR300 Surgery Clerkship

An elective experience is sometimes “split” by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year, International Visiting, Visiting
Where should students report?
All visiting medical students need to get approved by Julie K. Burkhart at 273-1712.
What time should students report?
they will be notified by Julie K. Burkhart!!
Who should they report to?
Dr. Carolyn Jones

Goal

1. To understand common thoracic surgical disease processes and their management.
2. To provide exposure to a general thoracic surgical practice for students potentially interested in pursuing this specialty.

Learning Objectives

By the end of the rotation the student should be able to:
1. List the common types of thoracic malignancies, understand the relevant work-up and potential treatment strategies, and participate in outpatient follow-up.
2. Recognize various benign esophageal and pulmonary diseases that may require surgical intervention, the appropriate diagnostic and therapeutic considerations, and proper patient selection.
3. Understand the variety of operative techniques, including open and minimally invasive approaches, and the conduct of safe surgery.

Schedule of Activities

Monday 7:00 ? 8:00 a.m. ? Didactic teaching conference (resident lectures, morbidity/mortality conference case presentation, review questions.)
Clinics: Monday, p.m., Tuesday/Wednesday/Thursday a.m.
OR: Every Tuesday/Wednesday/Friday (all day); other cases as permitted
Endoscopy/Manometry Lab: As scheduled
A.M. Rounds Daily
Didactic Activities

Mondays ? 7:00 ? 8:00 a.m. (as per above)
One Wednesday evening per month (6:30 ? 9:00 p.m.): Grand Rounds
Thursday 7:00 a.m. (except summer months): Surgery Grand Rounds
Saturday 8:00 a.m. (every other week): Thoracic Oncology Conference

Required Reading

No required text/syllabus. Students are expected to come to the operating room having familiarized themselves with the patient?'s history & disease process, having read about the disease and planned operative procedure, and understand appropriate consideration in their postoperative management. Recommended text can be suggested by the faculty.

Student Evaluations

Students will be evaluated by all faculty members on the Thoracic Surgical team. Characteristics assessed will be: 1) Fund of knowledge as demonstrated by case specific reading and general medical base; 2) Enthusiasm/motivation/work ethic; 3) Integrity/reliability; 4) Interpersonal skills and relationships with faculty, house staff and nurses.
Course Information

Contact Person
Melanie Zandvoort, 276-5655
Class Year Name
Neurosurgery Elective
Class Code
SUR651
Elective Tags
Inpatient Service
Block Length
2 or 4 weeks
Students
2
An elective experience is sometimes “split” by these weeks. Is it okay to split?
No
Available to the following medical students:
3rd Year, 4th Year, International Visiting, Visiting
Where should students report?
Students are to page the Neurosurgery Chief Resident - please contact Melanie Zandvoort by email for more information.
What time should students report?
7:00 am
Who should they report to?
Neurosurgery Chief Resident.

Goal

Introduction to evaluation of neurosurgical diseases, neurosurgical interventions and evaluation to treat neurosurgical patients. For further information please log on to: http://www.urmc.rochester.edu/neurosurgery/

Learning Objectives

By the end of the rotation the student should be able to: Evaluate neurosurgical patients. Evaluate and choose neurosurgical procedures appropriate to treat a variety of conditions.

Schedule of Activities

Accompany attending MD in OR, evaluation of new patients in resident clinic, and reviewing of diagnostic studies.

Didactic Activities

Will shadow with attending, MD in his practice. Students are expected to attend weekly academic conferences, Thursdays, 7:30 - 8:15 a.m. and Fridays, 6:30- 11:00 a.m.

Required Reading

No required reading. Will recommend readings.
Student Evaluations

The student will be evaluated on their participation in the above referenced activities.
Course Information

Course Director  
George L. Hicks M.D.  
Contact Person  
Julie K. Burkhart 273-1712 - global e-mail/Kathleen Leveque 275-5384 - global e-mail  
Class Year Name  
Cardiac Surgery  
Class Code  
SUR656  
Elective Tags  
Inpatient Service, Patient Care, Teaching  
Block Length  
2 weeks preferred  
Students  
1  
Prerequisites  
SUR300 Surgery Clerkship  
An elective experience is sometimes "split" by these weeks. Is it okay to split?  
No  
Available to the following medical students:  
3rd Year, 4th Year, International Visiting, Visiting  
Where should students report?  
Contact office Friday before you start for location. Please contact Julie K. Burkhart before scheduling any visiting medical students at 273-1712.  
What time should students report?  
6:00 a.m. - location TBD  
Who should they report to?  
Dr. Peter Knight  

Goal  
To provide a comprehensive exposure to cardiac surgery, with special emphasis on anatomy, physiology and surgical care of patients with all aspects of adult cardiac disease.  

Learning Objectives  
By the end of the rotation the student should be able to:  
? Understand coronary anatomy and indications for coronary artery surgery  
? Understand basic cardiac and pulmonary physiology and how it is applied to patients after cardiac surgery  
? Understand indications for valvular and thoracic aneurysm surgery  
? Understand arrhythmias & their treatment  
? Understand the patient care protocols for post-operative patients  
? Be exposed to patient's evaluation and follow-up in out-patient setting.  

Schedule of Activities  
? Exposure to one service in cardiac surgery  
? A.M. Resident rounds/ Week-end optional  
? P.M. Attending Rounds mandatory  
? Tuesday A.M. Cardiac Service
Wednesday A.M. Cardiac Cath Rounds

**Didactic Activities**

- Friday A.M. Cardiac Didactic Conference
- Daily O.R. exposure
- Wednesday A.M. Outpatient office exposure

**Required Reading**


**Student Evaluations**

Evaluation of students will be based on their team participation, interest in learning, and fund of knowledge regarding cardiac anatomy, physiology and treatment.
SUR661 Clinical Otolaryngology

Course Information
Contact Person
Sheila K. McCart, 585-276-5181, sheila_mccart@urmc.rochester.edu
Class Year Name
Clinical Otolaryngology
Class Code
SUR661
Elective Tags
Inpatient Service, Outpatient Service, Patient Care, Teaching
Block Length
2 or 4 wks
Students
3
An elective experience is sometimes “split” by these weeks. Is it okay to split? Yes
Available to the following medical students:
3rd Year, 4th Year, Visiting
Where should students report?
Clinton Woods - 2365 South Clinton Avenue, Suite 200, Rochester, NY 14618.
What time should students report?
8am
Who should they report to?
priya_kesarwani@urmc.rochester.edu mark_merkley@urmc.rochester.edu

Goal
To provide an overview of a wide range of disease and problems of the ear, nose, and throat, and related structures of the head and neck. To provide clinical experience in primary care otolaryngology.

Learning Objectives
By the end of the rotation the student should be able to:

Identify common otolaryngologic disorders and have basic knowledge of therapy for common situations, including neoplastic, inflammatory, congenital, traumatic and allergic immune diseases.

Be competent to complete a comprehensive examination of the head and neck.

Be skilled in the use of the following instruments: otoscope, laryngoscope, nasal speculum, and head light.

Be competent to treat acute infection of the ear, nose, and throat.

Be able to determine when a patient needs further evaluation or treatment.

Be able to identify otolaryngologic emergencies and triage them appropriately.
Have a basic working knowledge of head and neck surgical anatomy.

**Schedule of Activities**

All students will be expected to view the following videos in our video library: Examination of the Head and Neck and the Ear. Cummings, Smith and Davidson; Head and Neck Surgery, Common Procedures. Coulthard and Davidson.

**Didactic Activities**

Typically, the student will report to Clinton Woods at 8:00 a.m. on the Monday beginning their clerkship. The student will accompany the preceptor through his day of practice, surgery, rounds, and conferences. Students will be required to attend all formal teaching rounds, journal club, and divisional conferences, which are held during their ENT clerkship.

Please contact chief residents with any questions or concerns before or during clerkship.

**Required Reading**

All students will be expected to obtain and read about specific patients/cases in a standard textbook in otolaryngology. (Several copies are available on loan in our library).

"Otolaryngology for Primary Care Physicians" will be provided to you by the chief resident.

**Student Evaluations**

A satisfactory performance will be based on evaluations by faculty preceptor, based on learning objectives, and each student's clinical performance, with particular emphasis on interest, initiative, conscientiousness and interpersonal skills with faculty member and patients.
SUR671 Clinical Experience in Basic Plastic Surgery

Course Information

Contact Person
Beth Jocolano; 273-3656; beth_jocolano@urmc.rochester.edu
Class Year Name
Clinical Experience in Basic Plastic Surgery
Class Code
SUR671
Elective Tags
Inpatient Service, Outpatient Service, Patient Care
Block Length
2 - 4
Students
2
Prerequisites
SUR300 Surgery Clerkship
An elective experience is sometimes "split" by these weeks. Is it okay to split?
Yes
Available to the following medical students:
3rd Year, 4th Year, International Visiting, Visiting
Where should students report?
First Monday of the rotation to the Bales Library at 6:30 AM room 2-5109
What time should students report?
6:30 AM to the Bales Library 2-5109 for Monday Morning Conference
Who should they report to?
Derek Bell, MD

Goal

To understand the nature and scope of plastic surgery and be able to function at the R-1 level while on Plastic Surgery.

Learning Objectives

By the end of the rotation the student should be able to:
1. Identify which patients would benefit from care by a plastic surgeon.
2. Evaluate the patient presenting for plastic surgical evaluation.
3. Render clinical and surgical care (evaluate disorders, discuss treatment options, write history and physicals, write post-operative orders, write hospital progress notes, formulate treatment plans).
5. Demonstrate clear understanding of a topic of interest to be presented at grand rounds.

Schedule of Activities

Students are assigned to the Strong Memorial Hospital. Day begins with morning rounds, usually around 6:30 a.m. Clinical or surgical activities (outpatient clinic, operating room, ambulatory surgical center, inpatient floor consults, emergency room) are followed by evening rounds, usually finishing by 5 or 6 p.m. 4 week rotations will be apprenticeship style, spending a week with each attending learning general plastic surgery, breast and microsurgery, aesthetic surgery, burn surgery, pediatric and craniofacial surgery, and body contouring after massive weight loss.
Didactic Activities

Attendance is mandatory at Monday morning didactic core conference from 6:30 to 7:30 a.m. in the Bales Library. Thursday morning grand rounds is a city wide conference in the Bales Library from 7-8 a.m., and includes morbidity and mortality conference as well as indications conferences. Journal club is typically held on the last Friday of every month in the evening at an attending’s home or local restaurant. Attendance at other didactic opportunities such as hand conference or craniofacial team conference is strongly recommended.

Required Reading

Plastic and Reconstructive Surgery – Essentials for Students. This is available for free at: http://www.plasticsurgery.org/Medical_Professionals/Publications/Plastic_and_Reconstructive_Surgery_Essentials_for_Students.html

Student Evaluations

The student’s performance will be evaluated by all faculty, house officers, and staff who are assigned to the Division of Plastic Surgery. A concise, 20 minute grand rounds presentation on a subject of interest to the student will be evaluated. One on one questioning by faculty members in particular will be used to evaluate the accomplishment of the learning objectives.
SUR675 Transplant Surgery Elective

**Course Information**

Contact Person
Julie Burkhart, 273-1712, julie_burkhart@urmc.rochester.edu

Class Year Name
Transplant Surgery Elective

Class Code
SUR675

Elective Tags
Inpatient Service, Patient Care, Teaching

Block Length
2

Students
1

Prerequisites
SUR300 Surgery Clerkship

An elective experience is sometimes "split" by these weeks. Is it okay to split?
No

Available to the following medical students:
3rd Year, 4th Year

Where should students report?
Chief Resident to let the medical students know the time and place to report.

What time should students report?

Who should they report to?

"
### Course Information

**Course Director**  
William Cannon Hulbert M.D.  

**Contact Person**  
Stephany Greenough, 273-1904, stephany_greenough@urmc.rochester.edu  

**Class Year Name**  
Elective in Urology  

**Class Code**  
URO601  

**Elective Tags**  
Inpatient Service  

**Block Length**  
4 weeks  

**Students**  
2  

An elective experience is sometimes "split" by these weeks. Is it okay to split?  
No  

**Available to the following medical students:**  
4th Year, International Visiting, Visiting  

**Where should students report?**  
Stephany Greenough, Room # 1-5332  

**What time should students report?**  
Check with Stephany Greenough  

**Who should they report to?**  
Check with Stephany Greenough

### Goal

To offer fourth year students a broader and more concentrated exposure to the diagnosis and management of patients with urologic problems than is encountered in the Primary Care Clerkship rotation, the one-week urology elective (URO 604), or the three week sub specialty surgery clerkship on urology.

### Learning Objectives

By the end of the rotation the student should be able to:

1. Obtain a complete and accurate history from a patient or parent in a respectful manner, including in more complex or otherwise challenging situations.
2. Perform a satisfactory urologic physical examination and urinalysis.
3. Identify and order appropriate diagnostic laboratory and imaging studies for the clinical problem at hand, after formulating a differential diagnosis.
4. Interpret the studies, which have been ordered, and arrive at a diagnosis.
5. Suggest medical or surgical management, present the case and discuss # 1-5 with the appropriate faculty member.

6. Effectively participate, as a team member, in the preoperative, intraoperative and postoperative care of urologic inpatients.

7. Understand and participate in the evaluation of urologic patients in the office setting.

8. Give a formal 30 minute presentation to faculty and resident staff in a Grand Rounds setting (with guidance from the Chief Resident).
**Schedule of Activities**

Students will actively participate with selected faculty members and the inpatient resident staff in the ambulatory setting, lithotripter area and the operating rooms as a member of the team. Attending and house staff supervision and teaching will be part of all aspects of the rotation, as well as an opportunity for independent activity.

**Didactic Activities**

Students will attend and participate in scheduled seminars, Journal Club, Resident Conferences, Faculty Conferences, Grand Rounds and lectures given by staff and visiting guests.

**Required Reading**

Recommended Resources:

- *Smith’s General Urology*, Tanagho and McAninch (Chp 3, p. 30-38; Chp 4, p. 39-45; Chp 5, p. 46-57; Chp 11, p. 166-178; Chp 16, p. 246-277, Chp 22, p. 348-374; Chp 27, p. 438-454; Chp 38, p. 589-610)

- *Pocket Guide to Urology*, Jeff Weider

- *Clinical Manual of Urology*, Hanno, Wein, Malkowicz

**Student Evaluations**

Satisfactory completion of the elective requires completion of the learning objectives as stated above, including a formal departmental presentation. These should be accomplished in a timely and acceptable manner as documented by the attending and resident staff.
Course Information

Course Director
William Cannon Hubert M.D.
Contact Person
Stephany Greenough, 273-1904 stephany.greenough@urmc.rochester.edu
Class Year Name
Surgical Specialties: Urology Clerkship
Class Code
URO604
Elective Tags
Inpatient Service
Block Length
2 weeks
Students
1
An elective experience is sometimes “split” by these weeks. Is it okay to split?
No
Available to the following medical students:
2nd Year, 3rd Year, 4th Year, International Visiting, Visiting
Where should students report?
Contact Stephany Greenough (273-1904)
What time should students report?
Contact Stephany Greenough
Who should they report to?
Contact Stephany Greenough

Goal

To prepare students to evaluate and manage urology problems at a primary care level, and to recognize those problems which need further specialty consultation. To facilitate this, the student is attached to the Urology resident team, working side by side with them, rounding on the inpatients, accompanying residents and faculty to the operating room, emergency room and hospital consults, attending the departmental conferences, and spending approximately 8 hours working in the office with one of the Urology attendings.

Learning Objectives

By the end of the rotation the student should be able to:

1) Obtain an accurate history from patients with a urologic complaint
2) Perform a focused examination including the male genitalia and rectal/prostate exam
3) Exhibit knowledge of the basic urologic laboratory exams, urine analysis, PSA, renal function tests, imaging studies, endoscopy, extracorporeal shockwave lithotripsy (ESWL), urodynamics
4) Demonstrate an understanding of common urologic problems:
   a. Cancer - renal, bladder, prostate, testis; b. Stones; c. Urinary incontinence (male and female); d. Significance of hematuria (microscopic and gross); e. Male erectile dysfunction and infertility; f. Urinary tract infections; g. Intrascrotal lesions and how to differentiate between them
5) Formulate an appropriate differential diagnosis for common clinical problems encountered.

Schedule of Activities
Each student is given a schedule including approximately 8 hours of faculty-supervised evaluation, examination and treatment of patients in the ambulatory setting. In addition, there are weekly didactic activities. There are multiple opportunities to participate in the operating room, including ESWL stone treatment. The typical hours are Monday through Friday, 6:00 a.m. 6:00 p.m. The home base for all student activity is the urology inpatient team.

### Didactic Activities

Students will attend and participate in scheduled seminars, Journal Club, Resident Conferences, Grand Rounds and lectures given by staff and visiting guests.

### Required Reading

Required reading is from Smith's General Urology. A list of specific chapters is identified on the student’s schedule which is distributed to them by email before their rotation.

### Student Evaluations

Final grading is done by the program director and is based on evaluations by preceptors and satisfactory passing of a 3 question essay type test which is given at the end of the rotation.